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ABSTRACT

This report summarizes findings of the 1993-94 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students, and examines trends since 1990-91 when data were previously collected. In 1993-94, the Bureau of Indian Affairs (BIA) and federally recognized tribes with BIA funding operated 170 elementary and secondary schools. In addition, 1,244 public schools had high Indian enrollment (at least 25 percent American Indian and Alaska Native students). These two types of schools were typically small and located in rural areas and small towns. However, of the 491,936 American Indian and Alaska Native students enrolled in K-12 classes, 53 percent attended public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles (school location and size, student race/ethnicity, school programs and services, student-to-staff ratios, graduation rates and requirements, free and reduced-price lunch rates, student linguistic characteristics, support services, and student outcomes); (2) principal characteristics and attitudes (educational background, teaching experience, specialized training, salaries, school goals, perceptions of school problems and influential groups, and career plans); (3) teacher characteristics (demography, qualifications, salaries, and perceptions of problems); (4) teacher supply and demand; and (5) trends since 1991. Appendices include technical notes, tables of estimates and standard errors, and additional resources on SASS. Contains 71 references and an index. (SV)

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Characteristics of American Indian and Alaska Native Education



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The Cover Design

How we refer to human knowledge and how we preserve it have changed significantly since the development of written languages.

For the ancestors of the indigenous Americans, shared knowledge of cultural concepts was a tool for survival. The American Indian and Alaska Native people developed a belief in a common origin and history; a common moral and ethical (legal) system; a story symbology (educational system); and a spiritual belief system. It was believed, for example, that the plants and animals were placed on earth first. They were to experience all the tribulations necessary to survive in a new world. The animals' life experiences would become the teachings on which humans would base their cultures.

The cover art, titled "The Story Tellers," illustrates how knowledge was preserved and passed on to future generations by American Indian and Alaska Native people. Before the introduction of written language, all knowledge was distributed orally by the grandparents and storytellers. It was through their living breath that the ancient tales of the ancestors were passed on. The stories taught the young people how to learn from the environment and their life experiences. This learning style promoted the same analytical, cognitive, and retentive skills that are necessary to succeed in the contemporary educational system. As the skills associated with this oral tradition have eroded, however, the old stories have almost disappeared and along with them much of the people's cultural resiliency.

We believe that this report is an example of the old way of teaching and learning. The educational lives of American Indian and Alaska Native children are being examined to ascertain what can be learned from their struggles in today's educational system. It is a new chapter in the "ancient breath of knowledge."

The Artist

The cover artist is Subiyai (Bruce Miller), a Skokomish/Yakama Indian from Shelton, Washington. He is the traditional leader and practicing shaman for the Coast Salish tribes, and serves as cultural consultant to the Skokomish, Squaxin, Puyallup, Duamish, Tulalip, Swinomish, and Snoqualamie tribes. He was awarded the Washington State Governor's Art and Ethnic Heritage Award in 1993, and has received numerous grants, commissions, and awards from the Washington State Arts Commission, and arts groups in Seattle, Tacoma, and King County, Washington. He is also an author and playwright, and is currently developing a dictionary of the Twana language.

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**Characteristics of
American Indian and
Alaska Native Education**

**Results from the 1990-91 and 1993-94
Schools and Staffing Surveys**

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HIGHLIGHTS

American Indian and Alaska Native students comprise approximately 1 percent of the total student population in the United States. Consequently, these students, and the schools and staff that serve them, are rarely represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics. Additionally, because of tribal and linguistic diversity, geographic dispersion, and preponderance in remote rural areas, researchers have found it too costly to add supplemental samples of Indian schools and students to other data collection programs. However, during the 1990-91 and 1993-94 school years, the National Center for Education Statistics (NCES) of the U.S. Department of Education added an Indian education supplement to the Schools and Staffing Survey (SASS) data collection program that enabled education researchers and policymakers to describe the schools, principals, and teachers serving Indian students. The data collected by SASS are both national in scope and comparable to data gathered concurrently on U.S. schools in general.

This report summarizes the findings of the 1993-94 SASS with regard to schools that serve American Indian and Alaska Native students, and examines trends in Indian education since 1990-91, when the data for the first NCES report on Indian education were collected (Pavel, Curtin, Thorne, Christenson, & Rudes, 1995). The chapter highlights are presented below.

CHAPTER 2: SCHOOLS AND AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

- In 1993-94, the Bureau of Indian Affairs (BIA) of the U.S. Department of Interior and federally recognized tribes with BIA funding operated 170 elementary and secondary schools in the United States (termed BIA/tribal schools in this report). Additionally, among the 80,893 public schools in the United States, 1,244 had an American Indian/Alaska Native student enrollment of at least 25 percent (called high Indian enrollment schools).
- BIA/tribal and high Indian enrollment schools were primarily located in rural areas and small towns and had enrollments of fewer than 500 students. The heaviest concentration of these schools was in the Southwest and Northern Plains regions of the U.S. Half of the high Indian enrollment public schools were located in the South Central region and Alaska.
- BIA/tribal schools were more likely than public schools with low Indian enrollment (less than 25 percent Indian student enrollment) to offer compensatory programs such as Chapter 1, remedial mathematics, and bilingual education. BIA/tribal schools were also more likely than these public schools to offer gifted and talented programs for their students.

- In order to graduate, high school students in BIA/tribal schools were required to complete more coursework in core subject areas (English and language arts, mathematics, social studies, and sciences) than students in low Indian enrollment schools. Additionally, BIA/tribal schools were more likely than high and low Indian enrollment public schools to require coursework in computer science and foreign language.
- The student to teacher ratio in BIA/tribal schools (14:1) was lower than the ratio in public schools with low Indian enrollment (15:1). Additionally, the ratio of students to noninstructional staff was lower in BIA/tribal schools (43:1) than in either type of public school (50:1 and 72:1).
- Public schools with high and low Indian student enrollment had higher graduation rates for high school seniors than BIA/tribal schools (91 percent for both types of public schools vs. 86 percent); public schools with low Indian enrollment also had larger percentages of students applying to college (58 percent vs. 47 percent for BIA/tribal schools).
- Of the 491,936 American Indian and Alaska Native students enrolled in kindergarten through 12th grade (K-12) classes in publicly funded schools in the U.S. (i.e., BIA/tribal and public schools), 9 percent attended BIA/tribal schools and 38 percent attended public schools with high Indian enrollment. Fifty-three percent of the Indian student population attended public schools with relatively few Indian students.
- Eighty-five percent of the students in BIA/tribal schools and 56 percent of the students in public schools with high Indian enrollment were eligible for free or reduced-priced lunches. Less than one-third of the students in low enrollment public schools were eligible.
- Approximately one-third of the Indian students in BIA/tribal schools spoke a language other than English in their homes; 28 percent were identified by their schools as having limited English proficiency. Only a small fraction of Indian students in low Indian enrollment schools spoke a language other than English in their homes or had limited English proficiency.
- BIA/tribal school students were just as likely as students in high and low Indian enrollment public schools to receive academic counseling, more likely to receive alcohol- and drug-abuse counseling, and less likely to receive career counseling.
- Ten percent of the students enrolled in BIA/tribal schools had dropped out or withdrawn from school at some time in their student careers; less than 5 percent of the students in public schools with high and low Indian enrollment had dropped out or withdrawn.
- American Indian and Alaska Native students were less likely than white, non-Hispanic students to enroll in higher-level mathematics courses typically required for college admission.

CHAPTER 3: PRINCIPALS SERVING AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

- During the 1993-94 school year, 74,842 principals administered publicly funded schools in the U.S. Forty-seven percent of the BIA/tribal school principals were Indian, and all of these were enrolled tribal members. Approximately 14 percent of the principals in public schools with high Indian enrollment were Indian, and 84

percent were tribally enrolled. Less than 1 percent of the principals in low Indian enrollment public schools were Indian, and about half of them were tribal members.

- Compared to their white, non-Hispanic colleagues in BIA/tribal schools, Indian principals had fewer years of teaching experience and were less likely to hold advanced degrees beyond the master's degree. In public schools with high Indian enrollment, tribally enrolled principals had comparable teaching experience but were less likely than white principals to hold degrees beyond the master's.
- Most principals have received inservice training in evaluation and supervision. However, BIA/tribal school principals and principals in high enrollment public schools were more likely to have received specific training in Indian education administration.
- The average salaries for principals in BIA/tribal schools, especially those with master's degrees and more advanced degrees, were comparable to those of principals from public schools with high Indian enrollment but lower than principals in low Indian enrollment public schools.
- BIA/tribal school principals were less likely than principals in low Indian enrollment public schools to receive medical and dental insurance and to receive in-kind benefits.
- Principals in BIA/tribal schools were more likely than their colleagues in either type of public school to report that poverty, parental alcoholism and drug abuse, and lack of parental involvement were serious problems in their schools.

CHAPTER 4: TEACHERS SERVING AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

- Less than 1 percent of the 2,564,000 teachers in BIA/tribal and public schools during the 1993-94 school year were American Indian or Alaska Native. In BIA/tribal schools, 38 percent of the teachers were Indian or Alaska Native. Sixteen percent of the teachers in public schools with high Indian enrollment and less than 1 percent of the teachers in low enrollment schools were Indian.
- Most of the Indian teachers in BIA/tribal schools (95 percent) and in public schools with high Indian enrollment (84 percent) were enrolled in a state or federally recognized tribe. Thirty-eight percent of the Indian teachers in public schools with low Indian enrollment were tribal members.
- Nationally, 6 percent of the publicly funded schools have American Indian or Alaska Native teachers on staff. Ninety-five percent of BIA/tribal schools, 70 percent of high Indian enrollment public schools, and 5 percent of low Indian enrollment public schools had Indian teachers.
- Nationally, few teachers reported college majors or minors in Indian education (less than 0.05 percent). Even in BIA/tribal schools, where teachers most often held these credentials, only 2 percent of the teachers held such a major or minor.
- On average, teachers in BIA/tribal schools had fewer years of teaching experience than their counterparts in public schools.

- American Indian and Alaska Native teachers were more likely than white, non-Hispanic teachers to begin teaching after first holding nonteaching positions in education (e.g., clerk or another type of noninstructional staff).
- Beginning teacher salaries were higher in BIA/tribal schools and high Indian enrollment districts than in public districts with low Indian enrollment. On the other hand, experienced teachers were better paid in low enrollment districts than in BIA/tribal and high Indian enrollment districts.
- At least half of the teachers in BIA/tribal schools reported that parental alcoholism and drug abuse, lack of parental involvement, and poverty were serious problems in their schools. At least one-third of the teachers in high Indian enrollment schools saw these issues as serious problems. Teachers in low Indian enrollment schools were less likely to report these problems.

CHAPTER 5: TEACHER SUPPLY AND DEMAND

- Overall, teachers in BIA/tribal schools were less likely than their colleagues in public schools to be certified in their teaching area. Notably, newly hired teachers in BIA/tribal schools were more likely than their public colleagues to be certified in their teaching area.
- Vacant teaching positions in BIA/tribal schools were more likely than teaching positions in high and low Indian enrollment schools to remain vacant or to be filled by substitute teachers because qualified candidates could not be found.
- BIA/tribal schools were more likely than public schools with low Indian enrollment to cancel classes, to hire less-qualified teachers, to use teachers from other subjects

or grade levels to fill the vacant classes, and to employ long- or short-term substitutes to fill vacant positions.

- BIA/tribal schools were more likely than high and low Indian enrollment schools to provide free retraining to staff members to prepare for careers in fields with current or anticipated teacher shortages.
- BIA/tribal schools were more likely than high and low Indian enrollment schools to use pay incentives to recruit teachers in fields with current or anticipated teacher shortages.

CHAPTER 6: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION SINCE 1990-91

- BIA/tribal schools accounted for approximately 0.2 percent of the publicly funded schools in the United States during both the 1990-91 and 1993-94 school years.
- The majority of American Indian and Alaska Native students attended public schools with low Indian student enrollment in both 1990-91 and 1993-94, and this percentage was stable during the reporting period.
- The percentage of BIA/tribal schools offering Chapter 1 services decreased slightly (4 percent) between 1990-91 and 1993-94. However, this decrease was not accompanied by reductions in other programs for at-risk students (e.g., ESL, bilingual education, or remedial mathematics instruction). BIA/tribal schools offering gifted/talented programming increased 15 percent during the same period.
- Graduation rates for high school seniors remained steady in public schools with high Indian enrollment and BIA/tribal schools

between the 1990-91 and 1993-94 school years; the rate declined slightly in low Indian enrollment schools (from 94 to 91 percent).

- The percentage of students in BIA/tribal schools applying to college rose from 33 to 47 percent during the reporting period. No change was apparent in public schools with high Indian student enrollment.
- Graduation requirements for many high school students increased between the 1990-91 and 1993-94 school years. Course completion requirements for mathematics instruction increased to 3 years in BIA/tribal schools and to 2.5 years in public schools with low Indian student enrollment.
- Few changes in the qualifications and experiences of principals, their opinions about school problems and goals, or their career plans were apparent between the 1990-91 and 1993-94 school years. Notably, however, principals in public schools with low Indian student enrollment were more likely to have received specialized training in Indian education administration in 1993-94.
- Poverty was, and continues to be, the problem most frequently identified as serious by principals in BIA/tribal schools and public schools. Principals' concerns with the roles played by parents (e.g., alcoholism/drug abuse and lack of involvement) have decreased over the last 3 years.
- No change in the percentages of American Indian and Alaska Native teachers in the three Indian school types or in the percentages of Indian teachers enrolled in a state or federally recognized tribes was apparent.
- BIA/tribal schools were less likely to report teaching position vacancies during the 1993-94 school year than in 1990-91. Vacancies decreased in special education, English, mathematics, and foreign languages.
- BIA/tribal schools and public schools with low Indian student enrollment were more likely to provide free retraining to school staff preparing to teach in fields with current and anticipated shortages in 1993-94 than in 1990-91.

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Michael Pavel
Thomas R. Curtin

CHAPTER 1 • INTRODUCTION

This report examines the characteristics of American Indian and Alaska Native education in the United States using data from the 1993-94 Schools and Staffing Survey (SASS), a periodic survey of districts, schools, principals, teachers, and students sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Beginning in 1991, the SASS design included an Indian¹ supplement that sampled both schools established to serve Indian students and public schools with high percentages of Indian students. This data collection program has enabled researchers and policymakers to describe the schools and educators serving American Indian and Alaska Native students and to contrast them with institutions and individuals from the U.S. as a whole.

AMERICAN INDIAN AND ALASKA NATIVE EDUCATION IN THE U.S.

Approximately 1.96 million persons, or roughly 1 percent of the U.S. population, were identified as American Indian or Alaska Native in the 1990 Census (U.S. Bureau of the Census, 1995). These individuals, representing approximately 500 tribes, were widely dispersed across the United States, although one-half of the population lived in the 12 western-most states. Less than one-quarter of the population (22 percent) lived on 314 reservations or trust lands (U.S. Bureau of the Census, 1993). The average age of the Indian population was quite young relative to other racial and ethnic groups. For example, almost 40 percent of the population was under 20 years of age, and the median age was 7 years

younger than the national average (U.S. Bureau of the Census, 1993, 1995).

Typically, Indian students have experienced little educational success in American schools when compared to non-Indian students, especially when measured in terms of standardized achievement test scores, frequency of drop-outs, graduation rates, and levels of educational attainment (e.g., U.S. Bureau of the Census, 1993; National Education Association [NEA], 1991; Indian Nations at Risk Task Force, 1991; U.S. Senate, 1969). Indeed, the report of the Indian Nations at Risk Task Force raised a number of concerns about the status of Indian education in this country and noted that the schools serving these students "... have failed to nurture the intellectual development and academic performance of many Native children" (1991, p. 1).

In response to these concerns with the quality of Indian education, a number of well-publicized gatherings of Indian educators and leaders² have taken place in recent years. These meetings have brought attention to the national need for appropriate training programs for those who serve Indian children and institutional reform in the schools the students attend. A number of different approaches for improving educational outcomes have been suggested, including modifying federal entitlement programs (Young et al., 1983), using Native languages for instruction (Dick, Estell, & McCarty, 1994), improving teacher training programs (Phillips, 1994), and reforming

¹We use the term Indian to represent both American Indian and Alaska Native (Eskimos and Aleuts) individuals.

²These meetings include the Indian Nations at Risk Task Force and the White House Conference on Indian Education in 1991 and, more recently, the Tribal Chiefs meeting in 1994 and the Indian Education Summit in 1995.

school activities (St. Germaine, 1995a, 1995b).

American Indian and Alaska Native groups have also worked to increase local control over the educational programs that serve their communities. For example, the *Indian Education Act of 1972*, the *Indian Education Act of 1974*, and the *Indian Self-Determination and Assistance Act of 1975* were enacted, in part, to ensure that tribal governments and other organizations representing Native communities could exercise local control over the schooling of their children³ (Pavel, Swisher, & Ward, 1995). With funding assistance from the Bureau of Indian Affairs, U.S. Department of the Interior, American Indian and Alaska Native communities have become more involved in their local schools. In 1970, there were 141 BIA-operated schools and 12 tribally operated schools. During the 1993-94 school year, the BIA administered 87 elementary and secondary schools, and tribes operated 83 schools under grants and contracts with the BIA (BIA, 1988, 1994).

Tracking improvements in the educational services received by Indian students is not easy, however. The small size of the American Indian and Alaska Native student population (approximately 1 percent of the U.S. student population) has meant that these students and the school personnel who serve them are almost never represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics. Furthermore, tribal and linguistic diversity, geographic dispersion, and preponderance in remote rural areas have made national studies of this population very costly and beyond the reach of most education

researchers. However, in 1990-91, NCES added the Indian education supplement to the ongoing SASS data collection program that resulted in the comprehensive report on the *Characteristics of American Indian and Alaska Native Education* (Pavel, Curtin, Thorne, Christenson, & Rudes, 1995). This report represented an important effort by the U.S. Department of Education to describe the school environment and to allow educators and policymakers to illustrate and explain many of the issues confronting the schools, administrators, and teachers serving American Indian and Alaska Native students.

The current report, an extension of NCES' first report on Indian education, is based on the 1993-94 SASS and provides another opportunity to make detailed information available on schools, administrators, and teachers serving Indian students. Taken together, the SASS administrations during the 1990-91 and 1993-94 school years provide the most comprehensive portrait of the characteristics of American Indian and Alaska Native education to date and lay the foundation for monitoring progress toward improving Indian education.

SCHOOLS AND STAFFING SURVEY

SASS is an integrated survey of American schools, school districts, principals, teachers, and student records that is designed to provide periodic, timely data to policymakers, researchers, and practitioners. Major categories of data include school and teacher characteristics, school operations, programs and policies, teacher supply and demand, and educator attitudes and opinions about education and their schools. NCES conducted the first in the series of nationally representative surveys in 1987-88. In 1990-91, the survey of public and private schools was expanded to include oversamples of schools funded by the BIA and

³Prior to these developments, Indian children living on or near tribal land were primarily educated in schools operated directly by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior.

public schools with high percentages of Indian student enrollment.

This report is based mainly on the responses to survey questions that examined the characteristics of the schools that serve American Indian and Alaska Native students and the characteristics of the professionals who work in these schools. Consequently, the data are from the following questionnaires:

- *Indian and Public School Questionnaires, 1993-94;*
- *Indian and Public School Principal Questionnaires, 1993-94;*
- *Indian and Public School Teacher Questionnaires, 1993-94;*
- *Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs), 1993-94; and*
- *Student Records Questionnaire, 1993-94.*

Additionally, the examination of trends in Indian education used corresponding instruments from the 1990-91 SASS. The *Student Records Questionnaire* was added during the 1993-94 school year.

Since the 1990-91 SASS, NCES has implemented a number of changes in the SASS design and content to improve study estimates and to better reflect changes in the educational environment. The overall focus of the SASS and individual instruments remained essentially unchanged between the 1990-91 and 1993-94 school years. However, some notable modifications to the SASS design that facilitated analyses of BIA and tribal schools and staff and comparisons with other schools in the U.S. were implemented. These changes may complicate slightly the comparisons between school years. Some of the most

important changes that relate to this report are highlighted below.⁴

- In 1993-94, all schools funded by the BIA, which included BIA-operated schools and schools operated by tribes and tribal organizations under BIA grants and contracts (n=170), were included in the survey, rather than just a sample as in 1990-91. Estimates based on the 1990-91 sample of these schools and their staff are therefore less precise.
- The percentage cutoff for Native American public schools, the sampling stratum used for oversampling public schools with high percentages of Indian student enrollment, was reduced from 25 percent in 1990-91 to 19.5 percent. To provide comparability with the previous Indian education report, the cutoff for high Indian enrollment public schools remained at 25 percent for this report's analyses. Consequently, the estimates for this subset of schools and staff may be less precise than those found in 1990-91.
- Separate data collection instruments for principals and teachers in BIA/tribal schools were developed in 1993-94 (*Indian School Principal* and *Indian School Teacher Questionnaires*); these educators completed instruments for public school staff in 1990-91. Additionally, principals who teach scheduled classes were also eligible for the teacher sample in 1993-94.
- American Indian and Alaska Native teachers were oversampled for the 1990-91 SASS. In 1993-94, teachers were selected systematically with equal probabilities of selection. Thus, American Indian/Alaska

⁴The design changes are discussed in more detail in Appendix A. Additional information is presented in Abramson, Cole, Jackson, Parmer, & Kaufman (1996).

Native teachers were oversampled only to the extent that they were more likely to work in schools with high percentages of Indian students.

The sample design used in the 1993-94 SASS has some limitations with respect to the *Indian School Questionnaire* and the *Teacher Demand and Shortage Questionnaire*. Assessing the supply and demand of teachers in the public schools with high percentages of Indian student enrollment (i.e., those with 25 percent or more Indian student enrollment) also requires particular care. For BIA-funded schools, the questions concerning demand and shortage of teachers were found on a single survey (*Indian School Questionnaire*). For public schools, however, the questions were included in both the *Public School Questionnaire*, completed by school personnel, and the *Teacher Demand and Shortage Questionnaire*, completed by school district personnel about all schools in the district.⁵ As a result, some analyses of high Indian enrollment schools were conducted at the district level. Therefore, it should be noted that some schools with an American Indian and Alaska Native student enrollment of 25 percent or more were located in districts that, overall, had a low percentage of American Indian and Alaska Native enrollment. Consequently, conclusions about recruitment and retention, compensation, and training programs for the teachers in these schools are difficult to reach.

ORGANIZATION OF THE REPORT

This report examines several topics related to the characteristics of the education received by American Indian and Alaska Native students. Chapter 2 describes schools and students by presenting the characteristics of schools and

the students who attend them by selected factors (school level and size, community type, geographic region). The chapter presents a profile of the schools and students that provides a context for understanding the services or programs offered in three "Indian school types." The school types include (1) schools funded by the BIA and operated either directly by that agency or by a tribal organization under BIA grant or contract; (2) public schools with high Indian student enrollment (i.e., at least 25 percent of the student enrollment is American Indian or Alaska Native); and (3) public schools with low Indian student enrollment (i.e., less than 25 percent Indian enrollment).

Chapter 3 addresses issues related to instructional leaders in schools that serve American Indian and Alaska Native students, and focuses on the demographic characteristics and qualifications of principals, their compensation, and their perceptions and goals. The next two chapters describe the teachers who provide instruction to American Indian and Alaska Native students. Chapter 4 presents the characteristics of these education professionals and the credentials, compensation, and attitudes they bring to the job; Chapter 5 examines the interrelated issues of teacher supply, demand, and shortage through analyses of the certification of teaching staff, adequacy of the teacher supply, nature of shortages, and strategies for dealing with field-specific shortages. The next chapter (Chapter 6) examines Indian education since 1990-91 using the results of the 1990-91 and 1993-94 Schools and Staffing Surveys. Finally, the last chapter presents a summary of the report's key findings.

All numbers appearing in the figures and tables in the following chapters, as well as numbers cited in the text, also appear in the tables of estimates in Appendix B. The standard errors of these estimates are

⁵Since Indian schools funded by the BIA establish their own procedures, curricula, and personnel policies, they function as both schools and districts.

presented in Appendix C. The figures and tables in the chapters highlight important variables discussed in the text. Where numbers cited in the text do not appear in these figures or tables, a reference for an appendix table is provided in parentheses with the prefix B.

Appendix A describes the survey design and statistical procedures used in the SASS and defines key variables. Appendices B and C provide detailed estimates and standard errors that support the text tables and figures included in the report. Appendix D lists additional resources on SASS available from NCES.

Nearly all tables in this report follow the same format. In the typical table, the first row includes totals for BIA/tribal schools, public schools with 25 percent or more Indian student enrollment, and public schools with less than 25 percent Indian student enrollment. In the rest of the table, data for the three school types are shown separately to highlight important differences that might exist across types of schools. Within each type of school, data are reported for school level (elementary, secondary, and combined), school size (less than 100, 100 to 499, and 500 or more students), community type (urban, suburban, and rural-small town), and by the U.S. Department of Education, Office of Indian

Education's six regional categories (East, Northern Plains, Northwest, Southwest, South Central, and Alaska).

Estimates based on small sample sizes have been suppressed in the tables and figures and are not included in the report text. (The Technical Notes in Appendix A describe the decision rules.) Where appropriate, we replace these estimates with "—" and footnote the table with the comment, "Too few cases for a reliable estimate." This report does not require or assume any statistical expertise on the part of readers. Differences and similarities discussed in the text, however, have been evaluated for statistical significance using Student's *t* statistic adjusted for multiple comparisons with the Bonferroni procedure at the $\alpha=0.5$ level.⁶

We are interested in the reader's reaction to the information presented here and to the content of the questions used to produce the results. We welcome recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

Survey and Cooperative Systems Group
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5651

⁶A description of the statistical procedures is included in Appendix A.

CHAPTER 2 • SCHOOLS AND AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

To establish the foundation for examining the educational experiences of American Indian and Alaska Native students, this chapter provides an overview of some of the basic characteristics of these students and the schools that serve them. The presentation begins with a discussion of the number of schools that Indian students attend, the number of students in these schools, and the size and structure of these educational institutions. The report then describes school characteristics, including the types of programs and services offered, student to staff ratios, attendance, and graduation requirements. The remaining sections of this chapter describe the students who attend these schools and examine the academic and support services they receive.

Although the percentage of American Indian and Alaska Native students who attend Indian schools funded by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior is less than 10 percent of all Indian students enrolled in American schools, the education of these children represents efforts by American Indians and Alaska Natives to determine the mission, scope, and influence of education upon their communities (St. Germaine, 1995a, 1995b; Snyder-Joy, 1994). Furthermore, results from NCES' first report on the characteristics of Indian education (Pavel et al., 1995) revealed that 36 percent of all American Indian and Alaska Native students were enrolled in public schools with relatively high percentages of other Indian students (i.e., 25 percent or more Indian student enrollment). Thus, along with BIA/tribal schools, nearly half of all American Indian

and Alaska Native students are educated in schools where they comprise a significant proportion of the student population.

Many of these schools are small and located in rural areas. This combination of school size and location presents unique challenges and opportunities when examining educational issues. Educational costs per student are typically higher for rural, small schools; however, there is evidence to suggest that these schools may be a more efficient educational investment (Verstegen, 1991), especially since these schools can provide substantial educational benefits such as small class size and cooperative interpersonal relationships (Green & Stevens, 1988; Howley, 1989). Indeed, the opportunities for student involvement in a school environment that is friendlier and fosters a sense of community often have positive effects upon academic achievement (Howley & Huang, 1991; Maddox & Vadasy, 1995).

Other factors in these types of schools, however, are less positive. Economic and social features of the families of students who attend these schools include poverty and low educational attainment among adults and may contribute to student risk of dropping out (Bull & Garrett, 1989; Dorrell, 1991; McLeod & Edwards, 1995; Schwartz & Howley, 1991; Sontag & Schacht, 1994).

This report uses SASS *Indian School* and *Public School Questionnaires* to examine the schools with large percentages of American Indian and Alaska Native students. Knowledge of the region, setting, and student composition of these schools enables

educators and policymakers to appreciate the unique needs of and diversity among these schools. Moreover, determining the number and type of staff employed by the schools and the availability of school programs designed to reduce absenteeism, increase graduation rates, and cultivate educational aspirations is important to understanding the education of American Indian and Alaska Native students (e.g., Bonnerane, Dodd, & Nelson, 1990; Brandt, 1992; Garrett, 1995; Hartley, 1991; Moore, 1994; Swisher & Hoisch, 1992). A new component of SASS added during the 1993-94 school year, the *Student Records Questionnaire*, also allows for an examination of linguistic characteristics of students, academic performance, and student contact with American Indian and Alaska Native teachers and counselors (Franklin, 1995; LaFramboise, 1990; McCarty, 1994; Zepeda, 1995).

DISTRIBUTION OF SCHOOLS AND STUDENTS

During the 1993-94 school year, there were 170 schools in the United States funded by the BIA and operated either directly by this agency or by tribal governments and other tribal organizations with BIA funding.⁷ BIA/tribal schools served a total of 42,759 students with an average enrollment of 252 students (see table B1 in Appendix B). Eighty-three percent of the BIA/tribal schools served either elementary or secondary grade levels, while 17 percent were combined elementary and secondary schools. Ninety percent of the BIA/tribal schools enrolled less than 500 students, and approximately one-quarter of the schools

served less than 100 students. Most of the schools (92 percent) were located in rural areas and small towns. The heaviest concentration of these schools was in the Southwest (54 percent) and Northern Plains (28 percent) regions of the U.S. There were no BIA/tribal schools in Alaska.

Among the public schools attended by American Indian and Alaska Native students, there were 1,244 schools with high Indian student enrollment (i.e., 25 percent or more Indian student enrollment). These schools served 326,472 students, and enrollment was, on average, 262 students. Eighty-five percent of the public schools with high Indian enrollment were either elementary or secondary schools, and 15 percent were combined schools. One-fourth of these schools enrolled less than 100 students and 62 percent enrolled between 100 and 499 students. Nearly all, or 94 percent, of the high Indian enrollment public schools were located in rural areas and small towns, with 32 percent clustered in the South Central region, followed closely by Alaska (20 percent), the Southwest (17 percent), and Northern Plains (13 percent).

There were 79,479 public schools with less than 25 percent Indian student enrollment in the U.S. These schools served 41,291,692 students with an average enrollment of 520 students. Most of these schools (96 percent) were either elementary or secondary schools; few of the institutions were combined schools. About one-half of the schools enrolled between 100 and 499 students (51 percent); 43 percent enrolled 500 or more students. Roughly half of the low Indian enrollment schools were located in urban and suburban areas (52 percent), just over half in the East (59 percent).

Approximately half (47 percent) of the 491,936 American Indian and Alaska Native

⁷The education directory for the BIA Office of Indian Education Programs listed 184 schools and peripheral dormitories for 1993. The definition of schools used by SASS was more restrictive (see Appendix A) and included 170 schools.

students who were enrolled in publicly funded schools in the U.S. (either public schools or BIA/tribal schools) attended schools with high percentages of Indian school enrollment (i.e., 25 percent or more). Notably, these schools were smaller and more frequently located in rural areas and small towns than public schools with low Indian student enrollment.

PERCENTAGE OF STUDENTS BY RACE-ETHNICITY

As shown in table 1 (see also table B2), 98 percent of the 42,759 students in BIA/tribal schools were American Indian or Alaska Native.⁸ In public schools with high Indian student enrollment, the percentage of Indian students, on average, was lower but still quite high (57 percent of the student body was American Indian or Alaska Native). Public schools with low Indian student enrollment provided instruction to the greatest number of American Indian and Alaska Native students, although American

Indian and Alaska Native students constituted only 0.6 percent of the 41,291,692 students in these schools.

The number and percentage of American Indian and Alaska Native students attending publicly funded schools in the United States are presented in figure 1.⁹ Approximately 42,000 Indian students attended BIA/tribal schools, which represented 8.5 percent of the total Indian student population in the three school types. Public schools with 25 percent or more Indian enrollment accounted for 38 percent of the Indian students (187,365 individuals). Slightly more than half (53 percent) of the American Indian and Alaska Native students (262,660 individuals) were enrolled in public schools with low Indian student enrollment (i.e., less than 25 percent American Indian and Alaska Native enrollment).

American Indian and Alaska Native enrollment in schools with high percentages of Indian students (i.e., BIA/tribal schools or

Table 1—Percentage of students by race-ethnicity and Indian school type: 1993-94

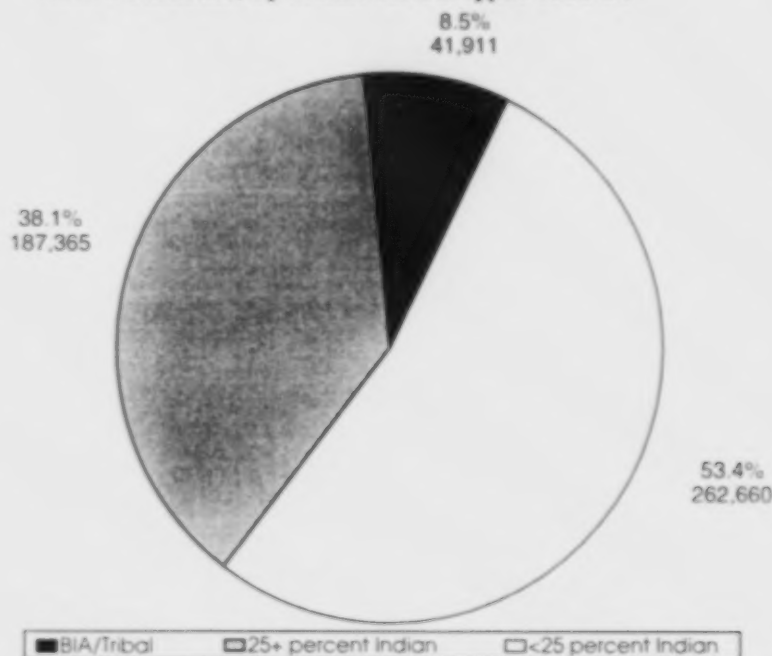
School type	Total students	Race-ethnicity				
		American Indian/ Alaska Native	Asian/Pacific Islander	Black, non- Hispanic	Hispanic	White, non- Hispanic
BIA/tribal	42,759	98.0	0.0	0.0	0.0	1.9
High enrollment	326,472	57.4	0.4	2.6	5.0	34.6
Low enrollment	41,291,692	0.6	3.4	16.4	12.0	67.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

⁸BIA/tribal schools, while designed to serve American Indian and Alaska Native students who are enrolled members of federally recognized tribes, do provide instruction to a small number of non-Indian students (e.g., children of school staff).

⁹Figures and text tables in the report highlight important variables. All numbers presented in them are drawn from the tables of estimates in Appendix B (referenced in the text with the prefix B); standard errors for the estimates are in Appendix C.

Figure 1— Percentage distribution and number of American Indian and Alaska Native students, by Indian school type: 1993-94



NOTE: Estimated standard errors for the numbers of Indian students are 264.5 for BIA schools, 6,584.2 for 25%+ schools, and 8,138.2 for <25%, and 10,604.1 for all schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

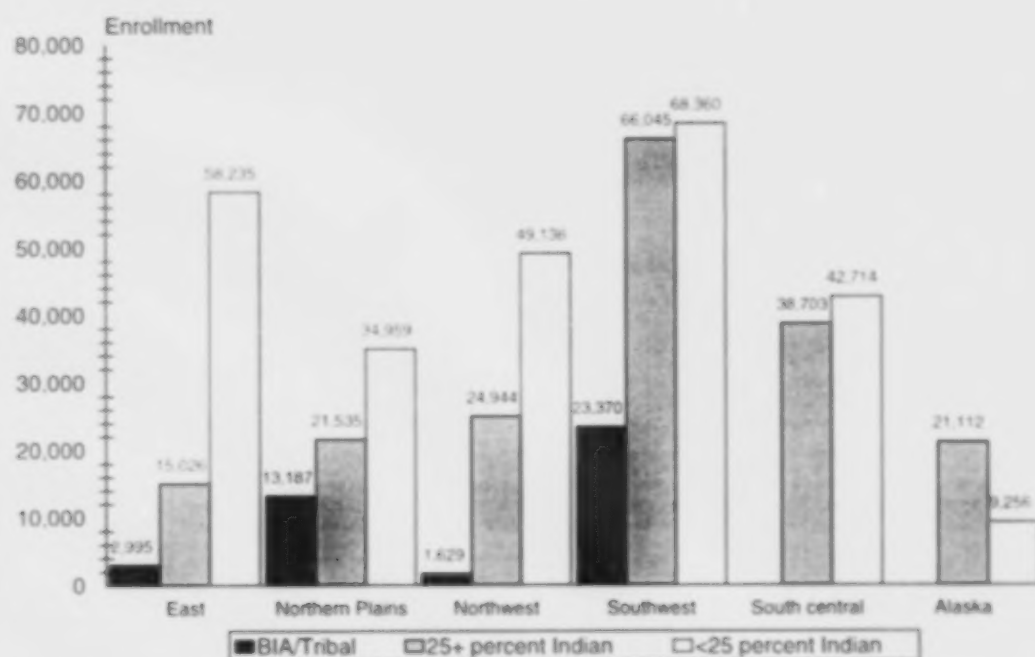
public schools with 25 percent or more Indian student enrollment) varied across regions (figure 2 and table B2). For example, in the East, roughly one-quarter of the American Indian and Alaska Native students were enrolled in either BIA/tribal schools or public schools with 25 percent or more Indian student enrollment. Fifty percent of the American Indian and Alaska Native students in the Northern Plains region and 57 percent of the Indian students in the Southwest attended either BIA/tribal schools or high enrollment public schools. Seventy percent of the American Indian and Alaska Native students in Alaska were enrolled in high Indian enrollment public schools.

SCHOOLS OFFERING SPECIFIC PROGRAMS AND SERVICES

As shown in figure 3, BIA/tribal schools were more likely than public schools with either low or high Indian student enrollment to provide educational support services to their students. For example, 96 percent of the BIA/tribal schools offered Chapter 1 services¹⁰—more than public schools with

¹⁰Chapter 1, now known as Title I, is a federal program authorized by the *Elementary and Secondary Education Act of 1965*, as amended, that provides compensatory educational and support services to educationally disadvantaged students based on the number of low-income students in the respective districts.

Figure 2— Distribution of American Indian and Alaska Native student enrollment, by Indian school type and region: 1993-94



NOTE: Estimates based on small sample sizes are not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

high or low Indian student enrollment (see also table B3). BIA/tribal schools were also more likely to offer remedial math and bilingual education programs than either type of public school. High enrollment public schools were more likely than public schools with low enrollment to offer these educational support services.

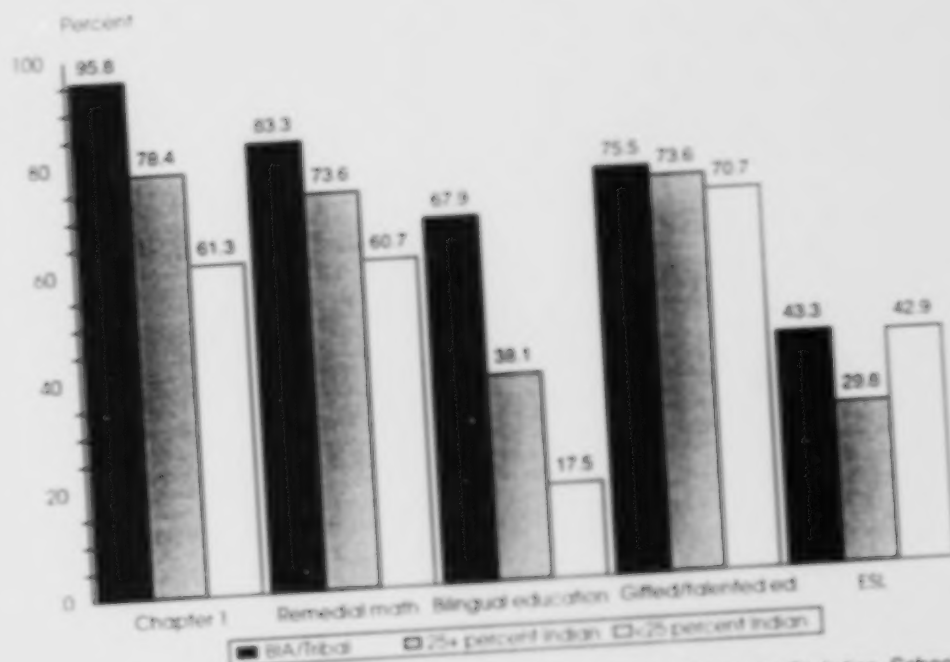
In addition, BIA/tribal schools were more likely than low Indian enrollment public schools to offer gifted and talented programs for their students. However, no differences between BIA/tribal schools and low enroll-

ment schools were observed for English as a second language (ESL) programs.

STUDENT TO STAFF RATIOS

The mean ratio of students per full-time equivalent teacher at BIA/tribal schools was approximately 14 to 1 (figure 4, table B25). The ratio in public schools with high Indian student enrollment was smaller (13 to 1). The student to teacher ratios in both BIA/tribal schools and public schools with high Indian student enrollment were smaller than the ratios in schools with less than 25 per-

Figure 3— Percentage of various programs and services offered in schools, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1993-94 (Indian and Public School Questionnaires).

cent American Indian and Alaska Native students (15 to 1). Among BIA/tribal schools, the student-to-teacher ratios were highest in the Southwest region (15 to 1) and lowest in the East and Northwest regions (about 11 to 1 for both).

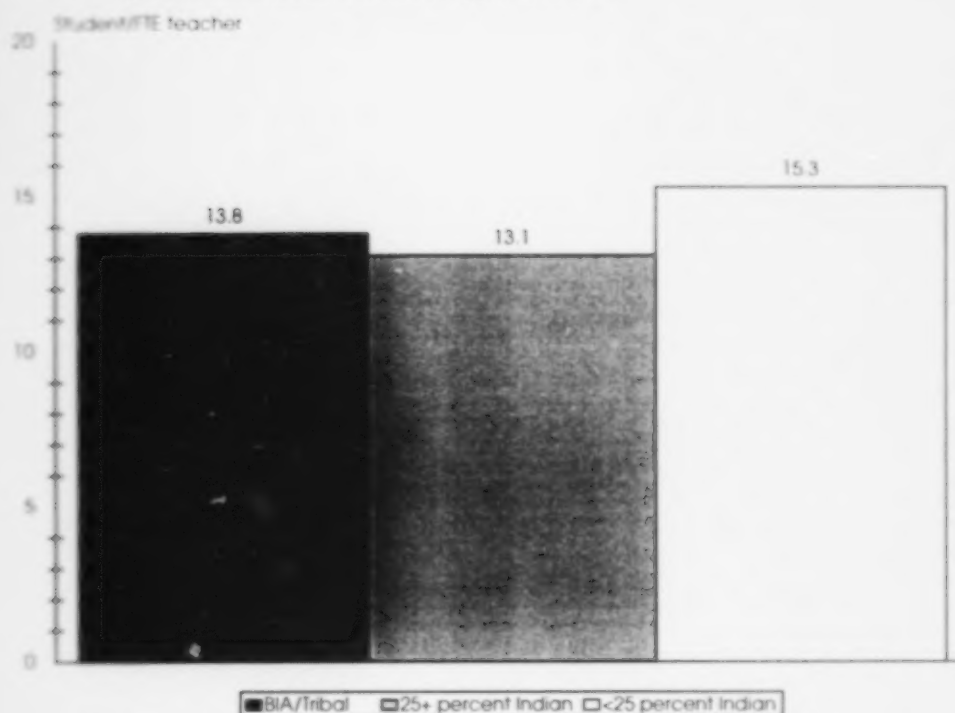
In addition to student-to-teacher ratios, it is also important to consider the ratios of students to another group, namely, noninstructional staff. These school personnel (e.g., school counselors, librarians, clerks, building staff) provide important support services to students and school instructional and administrative staffs. The average ratio of students to noninstructional staff in

BIA/tribal schools was 43 to 1 (figure 5, table B15), which was smaller than the ratios at either high Indian enrollment schools or low Indian enrollment public schools. In addition, as illustrated in figure 6, the noninstructional staff in BIA/tribal schools were more likely to be full-time positions than in either type of public school.

STUDENT AND TEACHER ABSENTEEISM

As shown in figure 7, the percentage of students absent on any given day in BIA/tribal schools (8 percent) was larger than the percentages of absences at either type of

Figure 4— Mean number of students per full-time-equivalent (FTE) teacher, by public district and school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

public school (7 percent and 6 percent, respectively, for high and low Indian student enrollment schools) (see also table B22). The rate of student absence among BIA/tribal school students was highest in combined schools (e.g., schools with elementary and secondary grades) and in large schools with 500 or more students. The percentage of teachers absent on any given day (6 percent) did not differ by Indian school type.

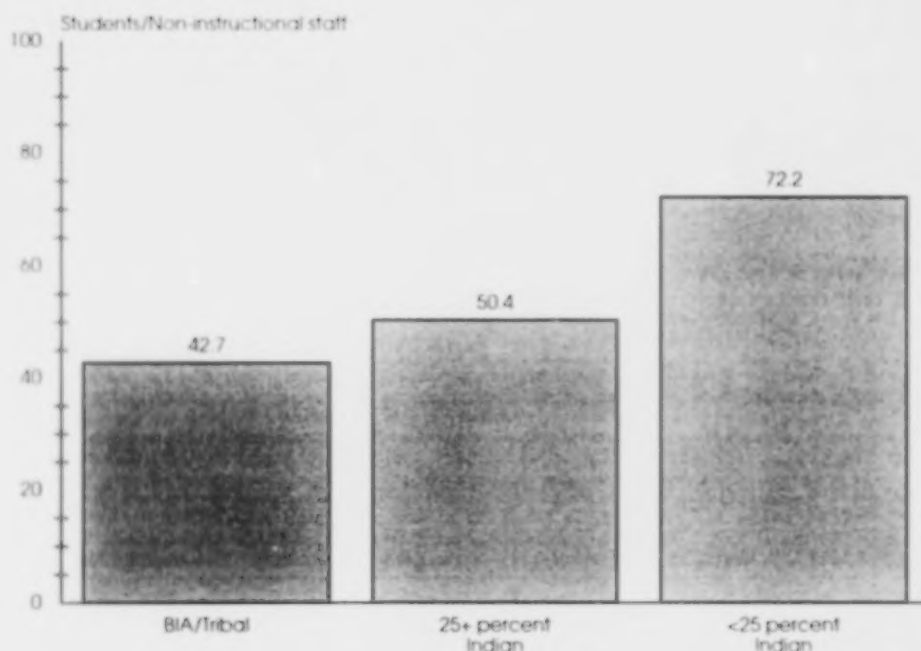
SECONDARY SCHOOL PROGRAMS FOR SENIORS AND GRADUATION RATES

During the 1993-94 school year, 45 BIA/tribal schools, 450 public schools with high Indian enrollment, and 17,387 public schools with low Indian enrollment provided

services to 12th grade students (table B6). About the same percentage of each of these three types of schools provided job placement services to their students (between 24 percent and 26 percent) (figure 8). Notably, however, BIA/tribal schools were less likely to offer Tech-Prep¹¹ programs to their graduating students than either type of public school.

¹¹Tech Prep is a national curriculum designed to replace the "general studies track" in high school with a technology-focused applied academic track. The program prepares students for current economic conditions in the workplace by emphasizing technology applications instead of heavy industry and mass production.

Figure 5— Average ratio of students to noninstructional staff, by Indian school type: 1993-94

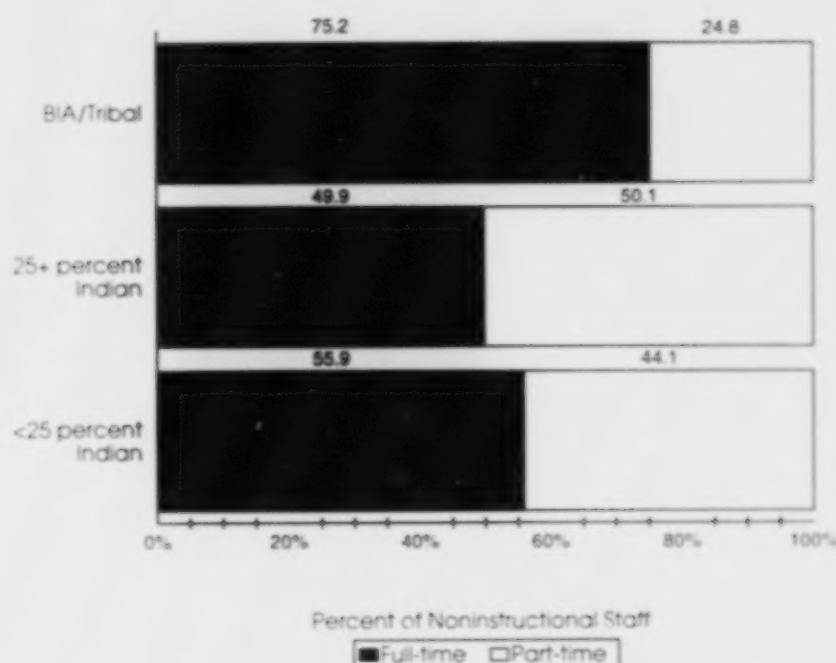


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Figure 9 presents the high school graduation rates for 12th-grade students in each of the three Indian school types during the 1992-93 school year. Eighty-six percent of the seniors in BIA/tribal schools graduated during that school year. In contrast, over 91 percent of the 12th-grade students in public schools with both high and low Indian student enrollment graduated during that year. Of these graduating seniors, the students in BIA/tribal schools and public schools with high Indian student enrollment were less likely than students attending public schools with low Indian enrollment to apply to colleges.

The graduation and college application rates for students in BIA/tribal schools were lower in small schools (78 and 31 percent in schools with less than 100 students) vs. 90 and 52 percent in schools with 500 or more students (table B6). Graduation and college application rates in BIA/tribal schools were highest in the Southwest, where the largest number of these schools were located. Ninety-four percent of the students reaching their senior year in this region were graduated from high school, and 51 percent applied to college.

Figure 6— Percentage of noninstructional staff who are full- or part-time, by Indian school type: 1993-94



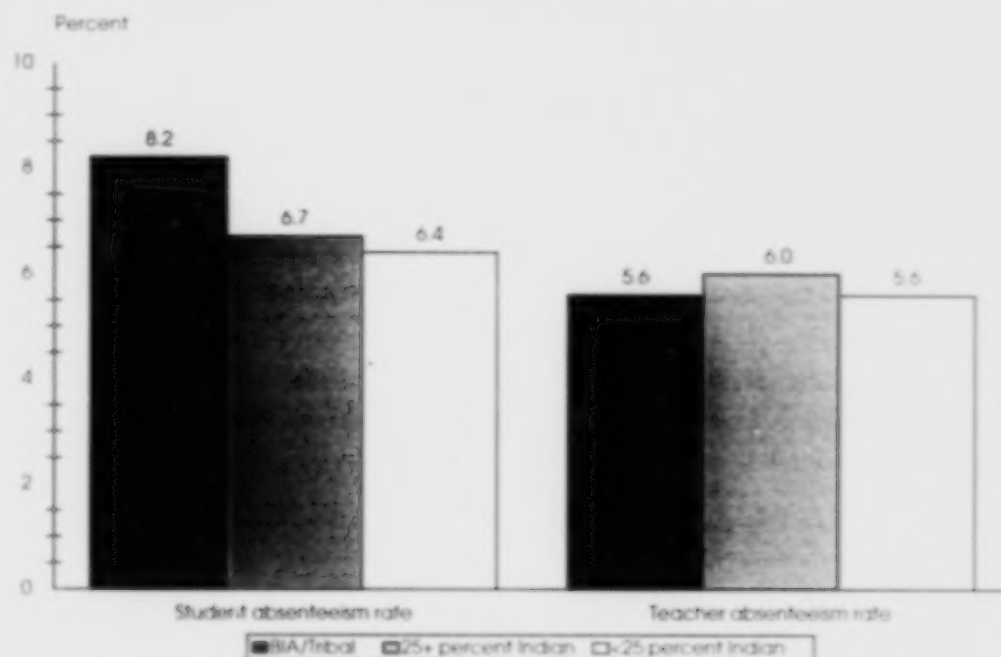
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

YEARS OF INSTRUCTION REQUIRED FOR GRADUATION

As shown in table 2, the average years of instruction in selected core subject areas required for high school graduation varied by Indian school type (see also table B5). For example, when compared to public schools with low Indian student enrollment, high school students in BIA/tribal schools were required to pass more coursework in English and language arts, mathematics, social studies, and the sciences. Graduation

requirements in BIA/tribal schools were also more strict than the requirements in public schools with high Indian student enrollment in all core subjects except English and language arts. Table 2 also presents the percentages of schools with graduation requirements in computer science and foreign languages. BIA/tribal schools were more likely than public schools with high and low Indian student enrollment to require coursework in computer science and foreign languages.

Figure 7—Student and teacher absentee rates, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE LUNCHES

The percentage of students eligible for free or reduced-priced lunches,¹² generally accepted as a measure of poverty for school populations, was higher in BIA/tribal schools (85 percent) than in public schools with 25 percent or more Indian student enrollment (56 percent) and public schools with less than 25 percent Indian student enrollment (32 percent) (table B4). Within

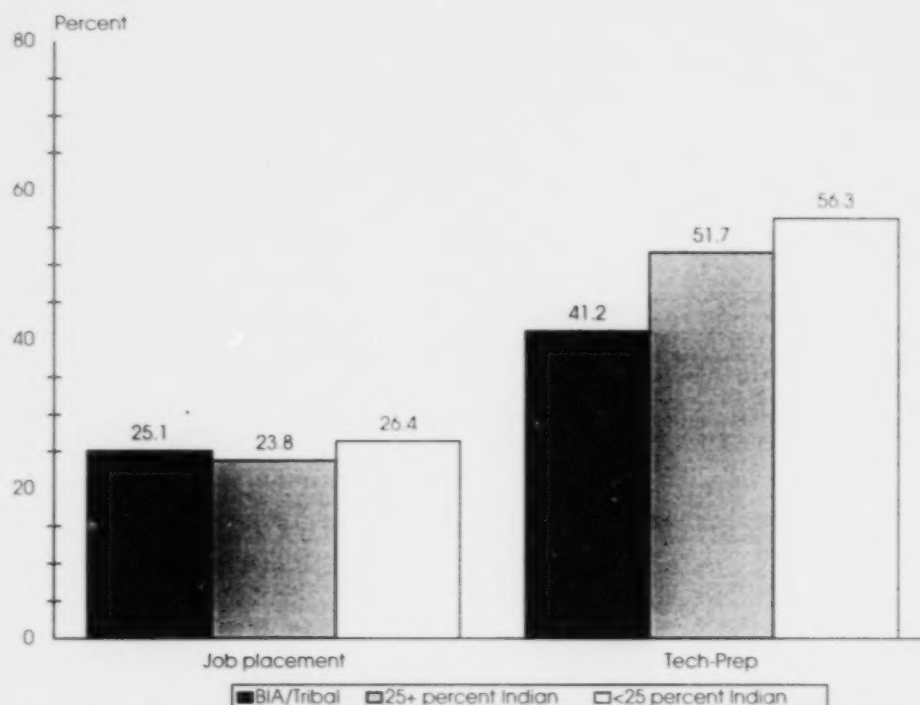
BIA/tribal schools, larger percentages of students were eligible for free and reduced-price lunches in rural areas and small towns and suburban communities than in urban areas. Examined by region, fewer BIA/tribal school students in the East were eligible for free or reduced-priced lunches (76 percent). In public schools with high Indian student enrollment, the percentages of students eligible for free and reduced-price lunches were similar across school size and community type.

LINGUISTIC CHARACTERISTICS OF STUDENTS

An examination of the linguistic characteristics of students reveals some interesting

¹²Free and reduced-price lunches are offered under the National School Lunch Program, a federally assisted meal program enacted in 1946. The program provides lunches to about 25 million children each school day, with program eligibility based on family income.

Figure 8— Of schools that served 12th graders, percentage of schools offering job placement and Tech-Prep services to students, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

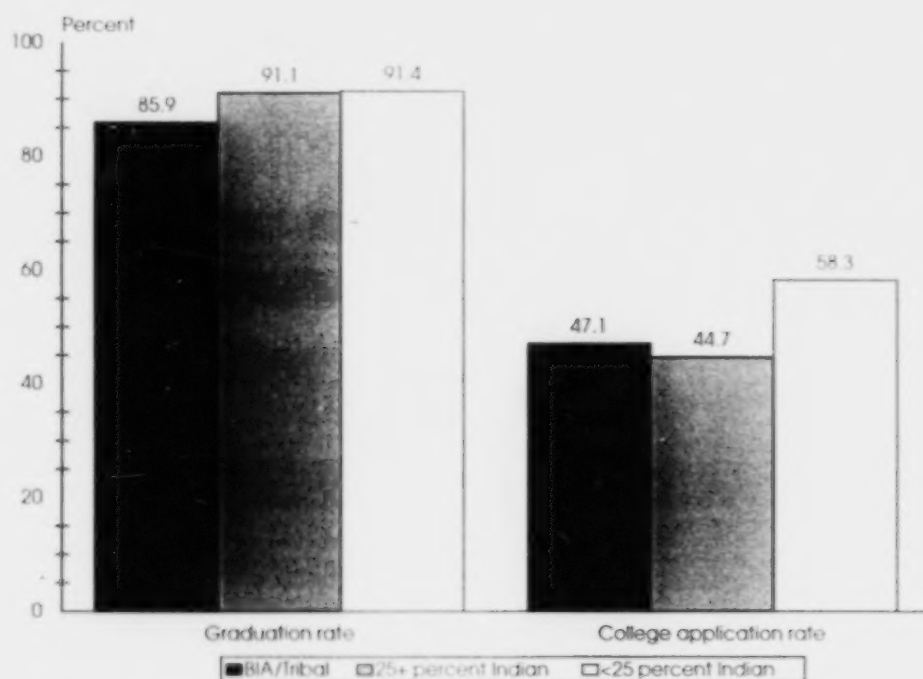
differences by Indian school type (table 3). Approximately one-third of the American Indian and Alaska Native students in BIA/tribal schools spoke a language other than English in their homes; 28 percent of the students were identified by their schools as having limited English proficiency¹³ (see also table B37). In contrast, about 16 percent of the American Indian students in public schools with high Indian enrollment spoke a

language other than English in their homes. American Indian and Alaska Native students in both BIA/tribal and high Indian enrollment public schools were more likely than Indian students in public schools with low Indian enrollment to speak a language other than English in their homes (1 percent) or be limited English proficient (2 percent).

A total of 12,656 students in BIA/tribal schools were identified as having limited English proficiency (table B44). Of these students, 63 percent were enrolled in at least one class taught by an Indian teacher, 19 percent received ESL services, and 49 per-

¹³Students identified as limited English proficient have difficulty speaking, reading, writing, or understanding English, thus limiting their learning in an English-only classroom.

Figure 9—Graduation and college application rates, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table 2—Instruction required for high school graduation, by subject area and Indian school type: 1993-94

School type	Average years instruction required				Percentage of schools requiring	
	English/ language arts	Mathematics	Social studies	Physical/bio- logical science	Computer science	Foreign language
BIA/tribal	3.9	3.0	3.2	2.4	51.3	33.5
High enrollment	4.0	2.5	2.8	2.2	37.9	17.6
Low enrollment	3.8	2.5	3.0	2.2	36.2	17.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table 3—Linguistic characteristics of Indian students, by Indian school type: 1993-94

School type	Language other than English spoken at home	Student identified as limited English proficient
BIA/tribal schools	34.2%	27.5%
High enrollment schools	16.4%	20.9%
Low enrollment schools	0.6%	2.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

cent received bilingual education services. Approximately 45 percent of the students identified as limited English proficient received no specialized language services.

In public schools with 25 percent or more Indian student enrollment, 39,245 students were limited English proficient (90 percent were American Indian and Alaska Native). Of the American Indian and Alaska Native students identified as limited English proficient, 59 percent were enrolled in at least one class taught by an Indian teacher, 27 percent received ESL services, and 44 percent participated in bilingual education. Approximately 43 percent received no language services.

STUDENT ACADEMIC AND SUPPORT SERVICES

As noted earlier, students in BIA/tribal schools were more likely to be eligible for free or reduced-priced lunches than students in public schools with either high or low Indian student enrollment. Additionally, Indian students in public schools with high Indian enrollment were more likely to receive free or reduced-priced lunches than white, non-Hispanic students in these schools (table B38). Moreover, the percentage of American Indian and Alaska Native students who received free or reduced-priced lunches in BIA/tribal schools

was higher than the percentage reported in public schools serving few Indian students.

Nine percent of the students attending BIA/tribal schools were identified as eligible for their schools' gifted and talented programs. Comparable percentages were observed in public schools with high and low Indian student enrollment (6 percent and 7 percent). On the other hand, the percentage of American Indian and Alaska Native students who participated in gifted and talented programs was higher in BIA/tribal schools (9 percent) than in public schools with low Indian student enrollment (0.3 percent).

A higher percentage of students in BIA/tribal schools received Chapter I services (41 percent) than in public schools with high Indian enrollment (23 percent) and low Indian enrollment (13 percent). Additionally, American Indian and Alaska Native students in public schools with high Indian enrollment were more than twice as likely to receive Chapter I services than their white, non-Hispanic schoolmates (30 percent vs. 12 percent). Moreover, Indian students in BIA/tribal schools (42 percent) and public schools with high Indian enrollment (30 percent) were three to four times more likely to receive Chapter I services than Indian students in public schools with low Indian enrollment (11 percent).

As noted above, many American Indian and Alaska Native students have been identified as limited English proficient. One-third of the students (32 percent) in BIA/tribal schools received instruction in English as a second language (ESL) or bilingual education (table B38). Fewer Indian students in public schools with high and low Indian student enrollment received ESL or bilingual instruction (19 percent and 0.1 percent, respectively).

Seventeen percent of the students attending BIA/tribal schools received special education services.¹⁴ This was larger than the percentage of special education students at public schools with high Indian enrollment (9 percent) and low Indian student enrollment (11 percent). American Indian and Alaska Native students in BIA/tribal schools were just as likely as Indian students in public schools with low Indian enrollment to receive these services (18 percent and 19 percent).

STUDENT COUNSELING SERVICES

Students in American schools typically have access to several types of counseling services, ranging from traditional academic and career guidance to more specialized family and drug/alcohol counseling. Students in BIA/tribal schools were just as likely as students in public schools with both high and low Indian student enrollment to receive school and academic counseling (table B39). For American Indian and Alaska Native students in these schools, there were no differences among school types in the

percentages who received school or academic counseling.

Fifteen percent of the students in BIA/tribal schools received career counseling. However, these students were less likely than students at public schools with high and low Indian student enrollment to receive this counseling service (27 percent and 21 percent). In contrast, BIA/tribal school students were more likely to receive alcohol- and drug-abuse counseling (17 percent) than students at either type of public school (7 percent for high enrollment schools and 4 percent for low enrollment).

The percentages of Indian students who received American Indian and Alaska Native counseling in their schools were similar. Eight percent of the students in BIA/tribal schools received this service; 14 percent of the students in public schools with high Indian enrollment and 7 percent in public schools with low Indian enrollment received similar services.¹⁵

SERVICES FROM AMERICAN INDIAN AND ALASKA NATIVE TEACHERS AND COUNSELORS

Overall, 27 percent of the Indian students were currently enrolled in a class taught by an American Indian or Alaska Native teacher (table B42). Twenty percent of the Indian students were receiving counseling from an American Indian or Alaska Native counselor.

STUDENT COURSE COMPLETION

American Indian and Alaska Native students were more likely to be enrolled in lower

¹⁴Special education services are provided under the *Individuals with Disabilities Education Act* (IDEA) that ensures that all students with disabilities receive a free and appropriate public education in the least restrictive environment.

¹⁵The apparent differences in the percentages of students who received this type of counseling were not significant.

level mathematics courses (general or regular math) than white, non-Hispanic students (59 percent vs. 24 percent) (table B41). Similarly, white students were also more likely than Indian students to be enrolled in higher level mathematics courses typically required for college admissions (e.g., 11 percent of the white students were enrolled in Geometry, 16 percent in Algebra I, and 12 percent in Algebra II/Trigonometry). The percentages of Indian and white, non-Hispanic students taking General Science, Earth or Environmental Science, Physical Science, and Biology/Anatomy were similar. Notably, American Indian and Alaska Native students were less likely to not be currently enrolled in a science course than white, non-Hispanic students. Seven percent of the Indian students were not enrolled in science courses; more than 14 percent of the white non-Hispanic students were not enrolled in these courses.

Roughly 30 percent of the Indian students in the 7th grade or higher have ever enrolled in a course with a specific focus on American Indian and Alaska Natives. Among these students, 8 percent took a course in American Indian or Alaska Native history, 7 percent took a native language course, 9 percent enrolled in an Indian culture offering, and 7 percent took a social studies course with an American Indian or Alaska Native emphasis. Seventeen percent of the white, non-Hispanic students in American schools have ever enrolled in courses with an Indian focus.

SELECTED STUDENT OUTCOMES

As shown in figure 10, approximately 10 percent of the students enrolled in BIA/tribal schools had dropped out or withdrawn from school at some time during their

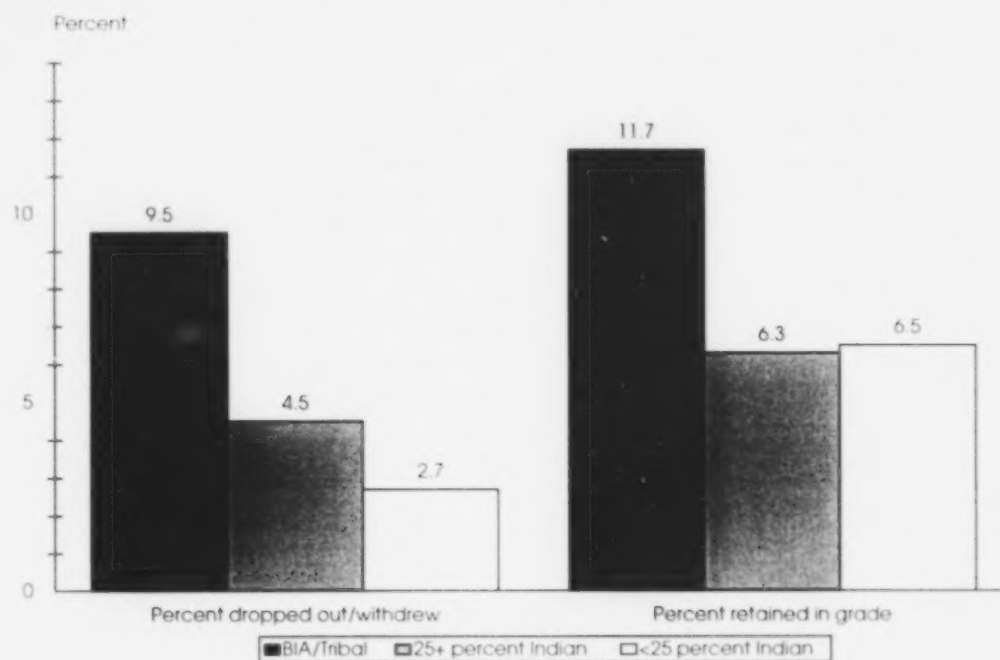
schooling.¹⁶ The rates for students in public schools with high and low Indian enrollment were lower (see also table B40). American Indian and Alaska Native students were less likely to drop out or withdraw from public schools with low Indian student enrollment than were their student counterparts in BIA/tribal schools and public schools with high Indian student enrollment. Students in BIA/tribal schools were also more likely to be retained in at least one grade during their student careers. For example, the percentage of students who had ever been retained was 12 percent in BIA/tribal schools, 6 percent in public schools with high Indian student enrollment, and 7 percent in public schools with low Indian enrollment.

Nineteen percent of the American Indian and Alaska Native students in the 9th through 12th grades had a grade point average of more than 3.0 on a 4.0 scale (table B45). Nearly one-third of the white, non-Hispanic students (32 percent) had grade point averages at this level. About the same percentage of Indian and White, non-Hispanic students had transcripts sent to one or more colleges (10 percent and 13 percent, respectively).

For students in all grades, comparable numbers of tribally enrolled, American Indian and Alaska Native students and white, non-Hispanic students participated in gifted and talented programs (5 percent vs. 7 percent) or were retained in grade one or more times (9 percent vs. 5 percent). Very few American Indian or Alaska Native students had ever been suspended or expelled for drug or alcohol abuse (less than 1 percent).

¹⁶A more detailed discussion of student dropouts, including its definition, is included in Appendix A.

Figure 10—Student dropout/withdrawal and grade retention rates: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

CHAPTER 3 • PRINCIPALS SERVING AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

The quality of students' educational experiences is determined, in large part, by the learning environment that principals are instrumental in creating. The Schools and Staffing Survey collects a great deal of information about the principals who administer the publicly funded schools attended by American Indian and Alaska Native students. Mills and Amiotte (1996) noted that there was a "shortage of qualified Native Americans available to serve as educational leaders for Indian schools" (p. 27). The solution to this problem rests not simply with training more Indian administrators to work with Indian students, but also in providing administrators from all racial-ethnic backgrounds with the necessary academic and practical experiences and cultural knowledge to improve the educational experiences of Indian students (Chance, 1992; Cozzetto, 1991; Lynch & Charleston, 1990).

This chapter examines the characteristics, training, attitudes, and beliefs of these instructional leaders, paying particular attention to the qualifications of the personnel in the different Indian school types. The initial discussion focuses on the demographic characteristics of principals and the training and experiences they bring to their positions. The following sections examine principals' compensation and benefits, educational goals, perception of school problems, and plans for the future.

EDUCATIONAL BACKGROUND AND TEACHING EXPERIENCE

As shown in table 4, there were 79,768 principals in publicly funded schools in the United States during the 1993-94 school year (see also table B7). Of these principals, 0.2 percent or 164 individuals worked in BIA/tribal schools. Approximately two-thirds of the BIA/tribal school principals had master's degrees and one-quarter held more advanced degrees such as educational specialist degrees and doctorates. The principals in these schools had, on average, 9.4 years of teaching experience prior to becoming principals. Forty-seven percent of the BIA/tribal school principals were American Indian or Alaska Native; 46 percent were white, non-Hispanic. Notably, virtually all of the BIA/tribal school principals who identified themselves as American Indian or Alaska Native were enrolled members of a state or federally recognized tribe.¹⁷ When compared to their white, non-Hispanic colleagues, Indian principals in BIA/tribal schools had less teaching experience and were less likely to hold a degree beyond the master's degree.

During the 1993-94 school year, there were 1,158 principals in public schools with high

¹⁷Tribal enrollment is an essential element of sovereign Indian society because it allows each Nation to determine who is a citizen of the community and, thus, is eligible for federal and tribal government services. Enrollment is especially relevant in BIA/tribal schools since these institutions were established to serve Indian students and virtually all education and support services are restricted to students who can demonstrate tribal enrollment.

Table 4 Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type and selected race-ethnicity: 1993-94

Principal characteristics	Total principals	Highest degree earned			Years teaching experience
		Less than master's	Master's	More than master's	
TOTAL*	79,768	1.5	63.7	34.8	11.0
BIA/tribal schools*	164	7.5	67.3	25.2	9.4
American Indian/Alaska Native	77	6.7	72.1	21.1	8.1
Tribally enrolled	77	6.7	73.4	19.8	8.2
Not enrolled	—	—	—	—	—
White, non-Hispanic	76	9.3	65.5	25.2	10.9
High enrollment schools*	1,158	3.3	71.6	24.9	10.6
American Indian/Alaska Native	153	0	80.7	19.3	10.5
Tribally enrolled	128	0	89.2	10.8	10.3
Not enrolled	32	0	51.1	48.9	11.3
White, non-Hispanic	950	3.6	70.6	25.5	10.7
Low enrollment schools*	77,938	1.4	63.6	34.9	11.0
American Indian/Alaska Native	475	1.2	60.7	38.1	9.7
Tribally enrolled	230	0	71.3	28.7	9.2
Not enrolled	245	2.4	50.1	47.5	10.2
White, non-Hispanic	65,672	1.5	62.8	35.8	10.8

*Includes other races not shown as separate categories.

—Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Indian student enrollment. Thirteen percent of these principals (153 individuals) were American Indian or Alaska Native; 84 percent of the Indian principals were enrolled tribal members. In high enrollment public schools, tribally enrolled principals had teaching experience that was comparable to white, non-Hispanic principals, but Indian principals were less likely than white principals to hold advanced degrees.

There were 77,938 principals in public schools with an Indian student enrollment of less than 25 percent during the 1993-94 school year. Of this total, 475 were American Indian and Alaska Native (less than 1 percent); roughly half of the Indian principals (49 percent) were tribally enrolled.

The principals in BIA/tribal schools were less likely than principals in schools with low Indian student enrollment to hold advanced degrees. For example, approximately 8 percent of the principals in BIA/tribal schools had less than a master's. In public schools, only 3 percent of the principals in high Indian enrollment schools and 1 percent of the low enrollment school principals held similar degrees. Additionally, 35 percent of the principals in low Indian enrollment public schools held advanced degrees beyond the master's level; roughly 25 percent of the principals in BIA/tribal schools and high Indian enrollment public schools held similar degrees.

Table 5 compares the educational background and prior teaching experience of

male and female principals by Indian school type. Overall, female principals had spent more time as classroom teachers than their male counterparts in each type of Indian school. For example, 38 percent of the principals in BIA/tribal schools were female, and these principals had, on average, approximately 2 years more classroom teaching experience before becoming principals than males in BIA/tribal schools. A similar pattern was exhibited in both types of public schools, where female principals had 2 additional years of teaching experience than male principals in high Indian enrollment public schools and 3 more years of teaching experience than males in low Indian enrollment schools. The percentages of male and female principals holding advanced degrees in BIA/tribal schools and

Table 5— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type and sex: 1993-94

Principal characteristics	Total principals	Highest degree earned			Years teaching experience
		Less than master's	Master's	More than master's	
TOTAL	79,768	1.5	63.7	34.8	11.0
<i>BIA/tribal schools</i>	164	7.5	67.3	25.2	9.4
Male	102	7.9	65.4	26.7	8.4
Female	62	6.8	70.5	22.7	10.4
<i>High enrollment schools</i>	1,158	3.3	71.6	24.9	10.6
Male	810	2.8	72.0	24.9	9.9
Female	348	4.2	70.8	25.0	12.1
<i>Low enrollment schools</i>	77,938	1.4	63.6	34.9	11.0
Male	50,970	1.1	65.0	33.9	10.0
Female	26,968	2.0	60.2	37.9	13.0

NOTE: Because of rounding and missing data, detail may not sum to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94

public schools with high Indian student enrollment were similar.

PRIOR EXPERIENCE IN EDUCATION

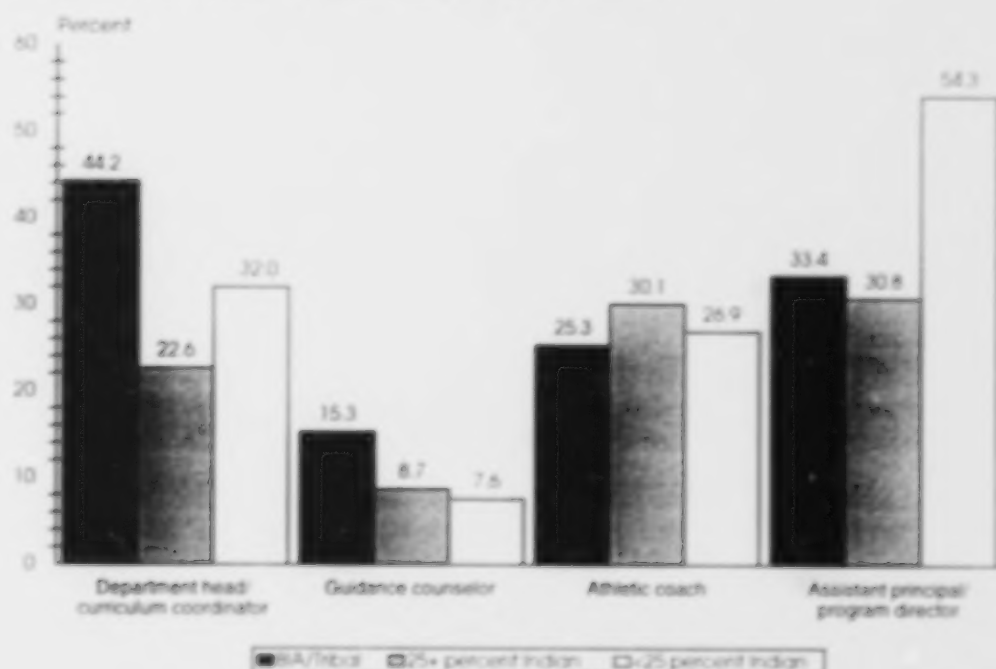
Figure 11 depicts the staff and administrative experiences of principals from each of the three Indian school types (see also table B8). Principals in BIA/tribal schools were more likely than the principals in public schools with either high or low Indian student enrollment to have previous experience as a department head or curriculum coordinator or a guidance counselor. On the other hand, the career tracks of principals in public schools with low Indian enrollment were more likely than the tracks of prin-

cipals in either BIA/tribal schools or high Indian enrollment schools to include time as an assistant principal or program director. No consistent trends were observed among the principals in the three Indian school types for experiences as student club sponsor, athletic coach, or library/media specialist.

SPECIALIZED TRAINING FOR PRINCIPALS

As shown in Table 6, principals in BIA/tribal schools and principals in schools with high Indian student enrollment were more likely than principals in schools with low Indian student enrollment to receive specialized training in Indian education administra-

Figure 11— Percentage of previous staff and administrative experience of principals, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Principal Questionnaires).

Table 6— Percentage of principals who have received administrative training, by Indian school type: 1993-94

Principal characteristics	Administrative training			
	Administrative internship	Evaluation/supervision	Indian education administration	Aspiring administrator
TOTAL	41.4	86.6	4.6	38.7
BIA/tribal schools	34.5	76.0	66.1	37.7
High enrollment schools	39.0	83.2	29.3	30.1
Low enrollment schools	41.8	86.7	4.1	38.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

tion (see also table B9). Almost two-thirds of the principals in BIA/tribal schools and 29 percent of the principals in high Indian enrollment schools received this specialized training. In contrast, relatively few principals in low Indian enrollment public schools received specialized training in Indian education administration. Additionally, BIA/tribal school principals were less likely than the principals in public schools with low Indian enrollment to report that they received in-service training in evaluation and supervision or had participated in an administrative internship.

PRINCIPAL COMPENSATION

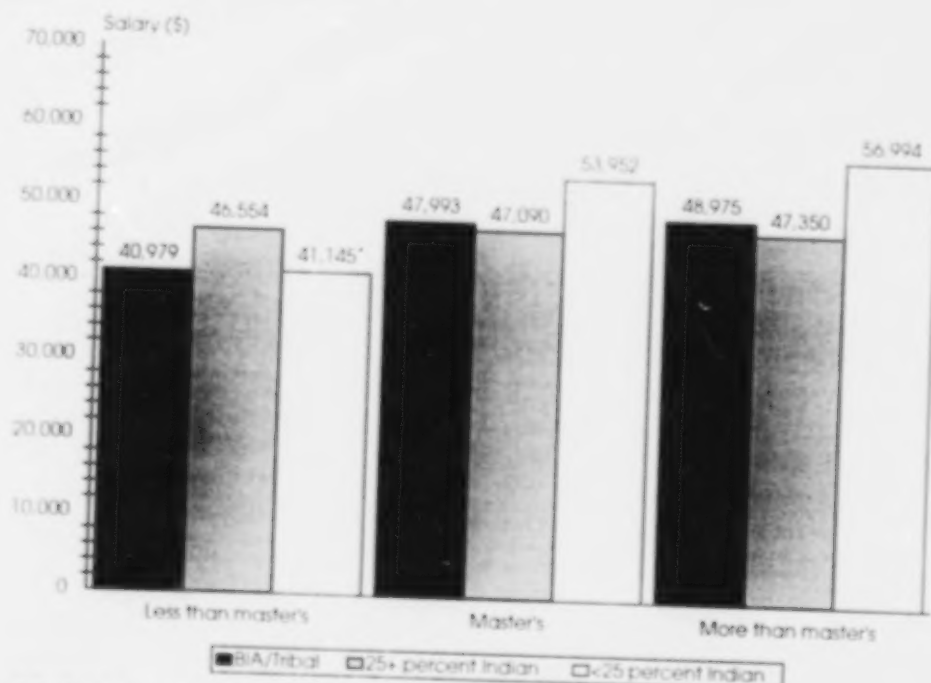
The average salaries for principals in BIA/tribal schools with master's degrees and more advanced degrees were similar to those of principals from public schools with high Indian student enrollment. In contrast, however, the annual salaries of principals in public schools that served low percentages of Indian students were higher than the salaries of principals in either of the other two school types.

The mean annual salary for the principals at BIA/tribal schools ranged from a low of \$40,979 for principals with less than a master's degree to a high of \$48,975 for

principals with more than a master's degree (figure 12, table B16). BIA/tribal school principals with master's degrees earned, on average, \$47,993 during the 1993-94 school year, approximately the same as their colleagues with more advanced degrees. The highest annual salaries in BIA/tribal schools were paid to principals in the Southwest region, where the average salary for principals with master's degrees was \$51,730 and \$54,858 for individuals with more advanced degrees. The annual salary for white, non-Hispanic principals in BIA/tribal schools was \$47,080 for master's degrees and \$50,199 for principals with more than master's degrees. Tribally enrolled Indian principals in BIA/tribal schools with master's degrees earned more than their white counterparts, but earned less than white principals with more advanced degrees.

In schools with 25 percent or more Indian student enrollment, average principal salaries were \$46,554 for persons with less than a master's degree, \$47,090 for persons with a master's degree, and \$47,350 for those with more than a master's degree. The salaries for tribally enrolled American Indian and Alaska Native principals and white, non-Hispanic principals in these public schools with these degrees were similar.

Figure 12— Mean annual salary for principals overall by highest degree earned, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

The mean annual salary for principals in public schools with less than 25 percent Indian student enrollment ranged from \$41,145 for the small percentage of principals with less than a master's degree to almost \$57,000 for persons with more than a master's degree. The average salary for principals with master's degrees was \$53,952.

In addition to salaries, many schools and districts offer other types of compensation to their staff. The analyses considered general medical, dental, and group life insurance programs; district/school contributions to

pension plans; and other in-kind benefits.¹⁸ Most BIA/tribal school principals received medical insurance (85 percent), group life insurance (82 percent), and pension contributions (79 percent) for their services (table B17). Fifty-eight percent of these principals also had dental insurance and 41 percent received some type of in-kind benefits.

Relative to the principals in BIA/tribal schools, the leaders in public schools with

¹⁸We defined in-kind benefits to include payments for housing and housing expenses, meals (including free and reduced-price lunches), transportation, tuition reimbursement, and child care.

high Indian student enrollment were less likely to receive medical insurance, life insurance, or pension plan contributions. Comparable percentages of the principals in BIA/tribal and high Indian enrollment schools received dental insurance and in-kind benefits.

Almost 92 percent of the principals in public schools with less than 25 percent Indian student enrollment received medical insurance from their school districts, a larger percentage of principals than in either BIA/tribal schools or public schools with high Indian enrollment. The principals in these schools were also more likely than BIA/tribal school principals to receive dental insurance and in-kind benefits from their districts. In contrast, BIA/tribal school principals were more likely than their colleagues in low Indian enrollment schools to receive life insurance and pension contributions.

IMPORTANT EDUCATIONAL GOALS FOR PRINCIPALS

The articulation of goals for schools and the ability to mobilize resources to achieve the goals are important attributes of effective school principals. SASS asks principals to choose the three educational goals they consider most important from a list of eight items.¹⁹ As shown in figure 13, the majority of principals at BIA/tribal schools rated *building basic literacy skills (reading, math, writing, speaking)*; *promoting personal growth (self-esteem, self-knowledge, etc.)*; and *encouraging academic excellence* as among the most important goals for students

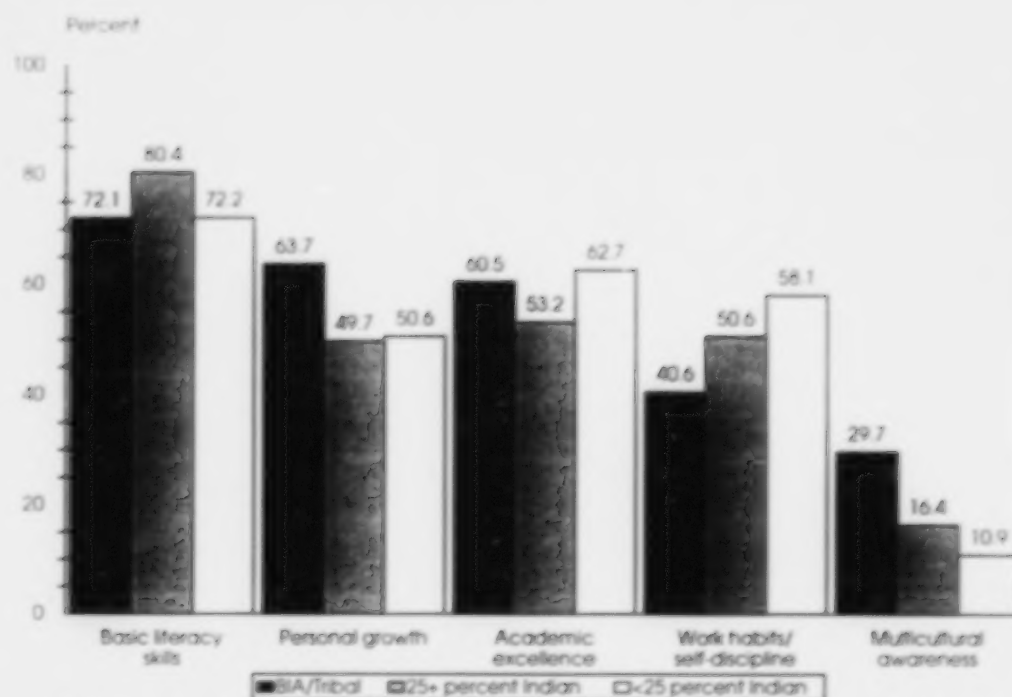
to achieve (see also table B19). Forty-one percent of these principals rated *promoting good work habits and self-discipline* as an important goal; *promoting multicultural awareness or understanding* was reported less frequently by principals in BIA/tribal schools.

Principals in public schools with high Indian student enrollment selected *basic literacy skills*, *academic excellence*, *work habits/self-discipline*, and *personal growth* most frequently as important goals for their students. The principals in high enrollment schools were more likely than their BIA/tribal school counterparts to select *basic literacy skills* as an important goal and less likely to select *personal growth*. The principals in these schools were also less likely than BIA/tribal school principals to select *multicultural awareness* as an important goal.

Basic literacy skills was also selected most frequently as an important goal for students by the principals in public schools with less than 25 percent Indian student enrollment. This goal was followed by *academic excellence* and *work habits/self-discipline*. Like the principals in high Indian student enrollment schools, the principals in low enrollment public schools were less likely than BIA/tribal school principals to select *personal growth*. These principals were also more likely than principals in BIA/tribal schools to report *good work habits/self-discipline*.

¹⁹The eight options included building basic literacy skills, encouraging academic excellence, promoting occupational/vocational skills, promoting good work habits and self-discipline, promoting personal growth, promoting human relations skills, promoting specific moral values, and promoting multicultural awareness or understanding.

Figure 13— Percentage of principals who rated certain goals among the three most important goals for students to achieve, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

SERIOUS PROBLEMS IDENTIFIED BY PRINCIPALS

The 1993-94 SASS included 24 items²⁰ designed to solicit principals' perceptions of problems in their schools. The principals were asked to rate these potential problems on a four-point scale ranging from a "serious problem" to "not a problem." As shown in table 7, approximately 62 percent of the

principals at BIA/tribal schools viewed *poverty* as being a serious problem in their schools (see also table B20). *Parental alcoholism and drug abuse* and *lack of parent involvement* were also considered serious problems by these school leaders. Other problems considered serious by more than 10 percent of the principals in BIA/tribal schools were *student absenteeism*, *student apathy*, *student tardiness*, and *student use of alcohol*.

Principals in public schools also identified *poverty*, *parental alcoholism and substance abuse*, and *lack of parental involvement* as serious problems in their schools. Notably,

²⁰The 24 items included, for example, student tardiness and absenteeism, drug and alcohol use, possession of weapons, physical conflict, abuse of teachers, lack of academic challenge, lack of parental involvement, and poverty.

Table 7— Percentage of principals reporting serious problems in their schools, by Indian school type: 1993-94

Principal characteristics	Poverty	Parental alcohol/ drug abuse	Lack parental involvement	Student absenteeism	Student apathy
TOTAL	16.3	7.3	12.9	4.9	8.1
BIA/tribal schools	62.4	43.9	37.8	19.8	17.3
High enrollment schools	44.3	33.9	30.6	16.8	16.0
Low enrollment schools	15.8	6.8	12.6	4.7	8.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94

principals in BIA/tribal schools and schools with high Indian student enrollment were more likely than their counterparts in public schools with low enrollment to identify these three items as serious problems. BIA/tribal school principals and principals in schools with high Indian student enrollment were also more likely than principals in schools with low Indian student enrollment to identify *student absenteeism*, *tardiness*, and *dropouts* as serious problems in their schools.

PRINCIPALS' PERCEPTIONS OF INFLUENCE

Principals were asked to rate the influence of several groups and individuals in several important areas, including establishing curriculum, hiring new teachers, and setting discipline policy (table B23). Overall, principals reported that they had a great deal of influence in all areas, with BIA/tribal school principals reporting more influence in establishing curriculum (39 percent) and setting discipline policy (66 percent) than principals in both public school types. Principals in BIA/tribal schools were more likely than the principals in the public schools to report that teachers had influence on establishing curriculum, although at least 30 percent of the principals in each of the three school types reported that teachers had a great deal of influence (45 percent for BIA/tribal schools, 33 percent for high enrollment schools, and

31 percent for schools with low enrollment). However, the perceived teachers' influence was shared with state education agencies in both public school types. Indeed, in public schools with low Indian student enrollment, principals were more likely to report the importance of the state agency in establishing curriculum than the importance of teachers (39 percent vs. 31 percent).

In BIA/tribal schools, principals were more likely than their colleagues in either type of public school to report that the school board was important in hiring new full-time teachers (60 percent for BIA/tribal schools, 39 percent for high enrollment schools, 23 percent for low enrollment schools). Principals in all three school types reported that they had a great deal of influence on hiring teachers (around 58 percent). Few principals reported that parent associations had influence over setting discipline policy, establishing curriculum, or hiring teachers.

PRINCIPAL CAREER PLANS

The SASS *Public and Indian School Principal Questionnaires* asked respondents to choose from five possible responses to indicate how long they planned to remain

principals.²¹ Table 8 indicates that the majority of principals in all schools planned to remain in the principalship either *as long as they are able* (32 percent for all school types) or *until they are eligible to retire* (23 percent) (see also table B24). Moreover, few principals reported they *definitely plan to leave as soon as possible*. Notably, more BIA/tribal school principals reported that

they planned to remain principals as long as they were able than principals in either public school type. And in contrast, BIA/tribal school principals were less likely to note that they planned to stay until retirement. Overall, however, the other career plans of principals in the different school types varied little.

Table 8— Percentage of principals by plans to remain a principal, by Indian school type: 1993-94

Principal characteristics	As long as able	Until eligible to retire	Until something better	Definitely plan to leave	Undecided
TOTAL	31.9	23.3	15.4	2.7	26.6
BIA/tribal schools	44.6	11.7	14.8	2.5	26.5
High enrollment schools	34.6	26.9	13.1	3.8	21.6
Low enrollment schools	31.8	23.3	15.4	2.7	26.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

²¹The response options were *as long as able*, *until eligible for retirement*, *probably until something better comes along*, *definitely leave as soon as possible*, and *undecided*.

CHAPTER 4 • TEACHERS WHO SERVE INDIAN STUDENTS

At the heart of the educational process in American schools is the interaction between the primary service providers—teachers—and their students. The nature of this interaction is influenced by a number of different factors, including the educational background and training of the teachers, their credentials, the instructional practices they employ, their remuneration, and the attitudes and beliefs they bring to the job (see, e.g., Henry & Pepper, 1990; McAlpine & Taylor, 1993; Swisher, 1990; Swisher & Pavel, 1994). Indeed, understanding the characteristics of these key players in the educational arena was one of the factors behind the creation of the Schools and Staffing Survey.

As noted by the Indian Nations at Risk Task Force (1991) and the White House Conference on Indian Education (1992), one approach to improving the schooling of American Indian and Alaska Native students is increasing the number of teachers who are “qualified” to teach Indian children. In this case, however, quality involves not only having appropriate teaching credentials, training, and experience, but also possessing knowledge about Indian traditions, culture, and learning styles (e.g., Browne & Bordeaux, 1991; Hadfield, 1992; Kasten, 1992; Snively, 1990). Indeed, prior research encourages teachers to incorporate American Indian and Alaska Native culture into their classroom instruction in science (Haukoos, Bordeaux, LeBeau, & Gunhammer, 1995; Ovando, 1992), reading and language arts (McCarty & Schaffer, 1992; Fox, 1992), social studies (LaCounte, 1992), and mathematics (Davison, 1992) to enhance educational successes with Indian students

(e.g., Abdal-Haqq, 1994; Coballes-Vega, 1992; Plank, 1994).

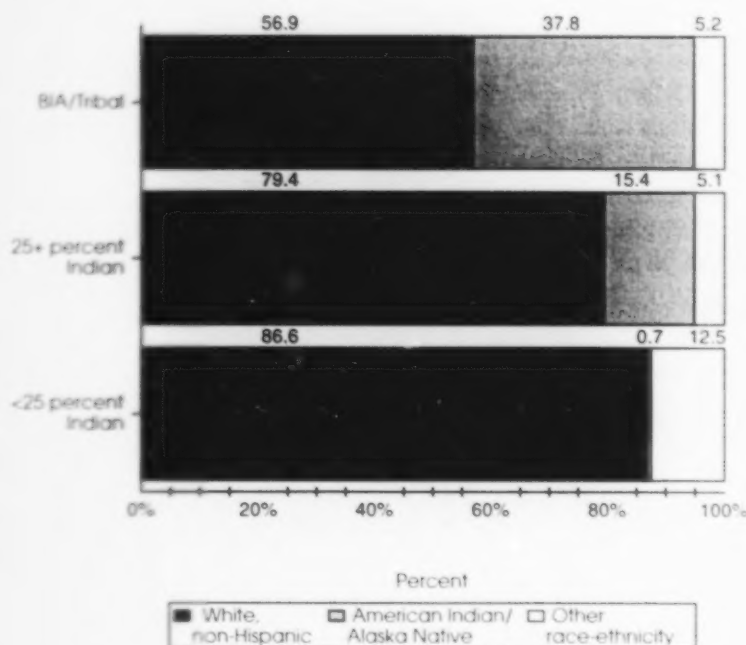
This chapter examines the demographic characteristics, training, and experiences of teachers in public and BIA/tribal schools to reveal both the qualifications of teachers and other considerations for teaching culturally diverse children. Elements of teacher compensation are also explored to assess the ability of schools and districts to recruit qualified teachers and to keep good instructors in the classroom.

DEMOGRAPHICS OF THE TEACHING FORCE

There were approximately 2,564,000 teachers in publicly funded schools during the 1993-94 school year; less than 1 percent of these teachers (3,341 individuals) were employed in BIA/tribal schools (table B10). BIA/tribal school teachers were overwhelmingly female (71 percent), and the majority were white, non-Hispanic (57 percent). Thirty-eight percent of the teaching force in these schools for American Indian and Alaska Native students were Indian; Asian/Pacific Islander, Black non-Hispanic, and Hispanic teachers constituted the remaining 5 percent of the teachers (figure 14). Ninety-five percent of the Indian teachers reported they were enrolled in a state or federally recognized tribe.

In public schools with high Indian student enrollment (i.e., 25 percent or more American Indian and Alaska Native student enrollment), 79 percent of the 22,891 teachers were white, non-Hispanic. Fifteen percent of the teachers in these schools were

Figure 14— Percentage distribution of teachers by race-ethnicity, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

American Indian or Alaska Native. Indian teachers were less likely to teach in high Indian enrollment schools than in BIA/tribal schools; nonetheless, the percentage of Indian teachers in these schools was much higher than the national percentage of Indian teachers (0.7 percent). In public schools with low Indian student enrollment, the overwhelming majority of teachers were white, non-Hispanic (87 percent); 13 percent were Asian/Pacific Islanders, Black non-Hispanic, and Hispanic.

The percentages of female teachers in public schools with high and low Indian student enrollment (approximately 72 percent) were

similar. Male teachers were more likely to be found in secondary schools for all three Indian school types (i.e., 49 percent in BIA/tribal secondary schools, 52 percent in high enrollment schools, and 47 percent in low Indian enrollment schools) than in elementary or combined schools.

ACCESS TO AMERICAN INDIAN AND ALASKA NATIVE TEACHERS

As noted in the previous chapter on school principals, the presence of American Indian and Alaska Native role models for both Indian and non-Indian students is important. It is also important to distinguish between

role models who hold citizenship or tribal enrollment in a native community (and who may be better able to understand and explain native culture and traditions) and those who do not. Notably, the proportion of tribally enrolled teachers decreased as the proportion of American Indian and Alaska Native students decreased. In BIA/tribal schools, where virtually all of the students were Indian, 95 percent of the Indian teachers were tribally enrolled. The percentage of tribally enrolled teachers in high Indian enrollment public schools was smaller (84 percent), although it was considerably higher than the estimate in public schools with low Indian student enrollment (44 percent).

Another approach to assessing student contact with role models is to examine the percentage of schools that have at least one American Indian and Alaska Native teacher on the teaching staff (table B29). Nationally, 6 percent of publicly funded schools have Indian teachers on staff. In BIA/tribal schools, this percentage increases to 95 percent. Public schools with high and low Indian enrollment were less likely to have at least one American Indian and Alaska Native teacher on staff (70 percent and 5 percent, respectively) when compared to BIA/tribal schools.

QUALIFICATIONS OF TEACHERS

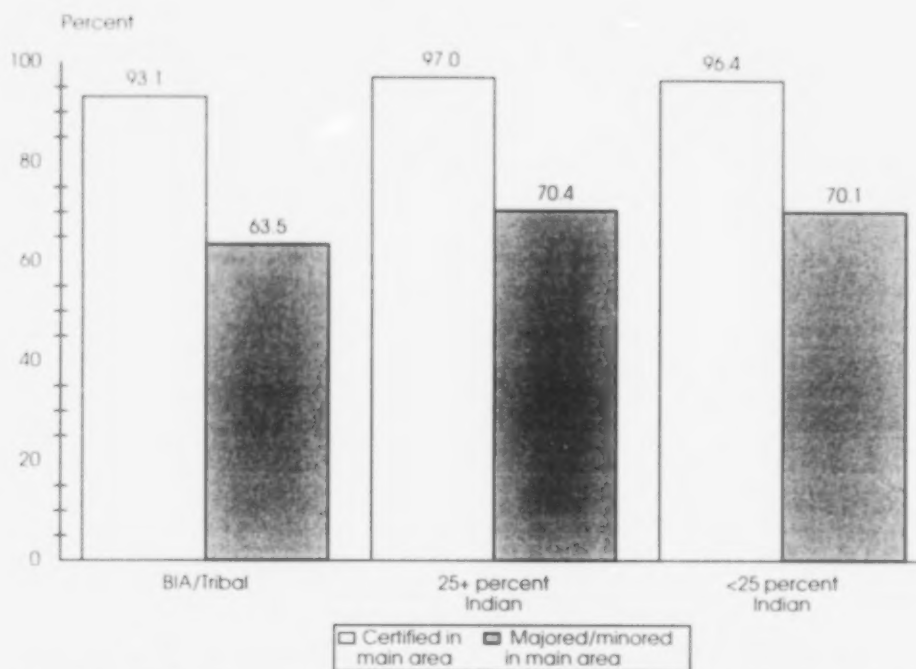
The initial preparation of teachers typically results in an undergraduate degree, although some states also require additional study before teaching credentials are awarded. After certification is received, however, many schools and districts have relatively few requirements regarding teaching level and assignment. Consequently, it is important to consider the educational background of teachers and the proportion who have teaching credentials and experiences that lend themselves to high quality instruction

for American Indian and Alaska Native students.

Nearly all teachers in all types of schools hold some type of teaching certification or credential. However, differences in the match between academic concentration and current teaching assignment were apparent among Indian school types (figure 15, table B11). For example, teachers in public schools with both high and low Indian student enrollment were more likely than teachers in BIA/tribal schools to hold a college major or minor in the area of their primary teaching assignment. Moreover, public school teachers were more likely to hold a teaching certificate or credential in their primary teaching assignment. Ninety-seven percent of the teachers in public schools with high Indian enrollment and 96 percent of the teachers in low enrollment schools were certified in their teaching area; 93 percent of their colleagues in BIA/tribal schools held such certification. Nationally, very few teachers reported that they had majored or minored in Indian education (less than 0.05 percent). Not surprisingly, those teachers who did were most likely to be located in BIA/tribal schools. However, even in BIA/tribal schools, only 2 percent of the teachers held a college major or minor in this area.

Overall, teachers in publicly funded schools during the 1993-94 school year had been classroom instructors for slightly more than 15 years. The teachers in BIA/tribal schools reported fewer years of teaching experience than their counterparts in public schools (figure 16, table B12) and up to 5 years less experience, on average, than their colleagues in public schools with less than 25 percent Indian student enrollment. The years of teaching experience among American Indian and Alaska Native and white, non-Hispanic

Figure 15— Percentage of teachers who are certified in or who majored or minored in their main teaching area, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

teachers were generally comparable within Indian school type.

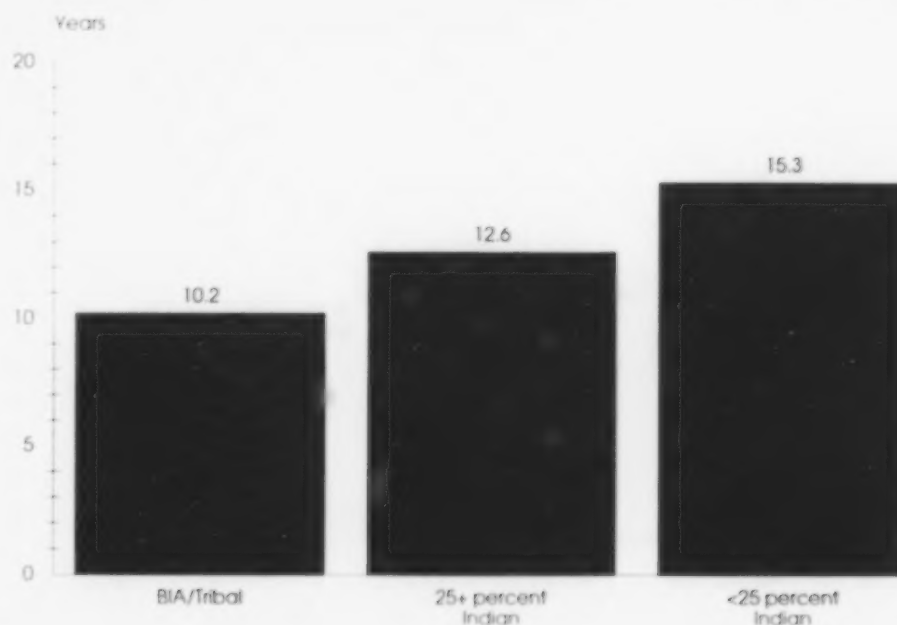
The percentage of teachers who served as master or mentor teachers was larger for Indian teachers than their white, non-Hispanic counterparts in BIA/tribal schools (12 percent vs. 6 percent) (table B14). About the same percentage of American Indian/Alaska Native and white, non-Hispanic teachers were master or mentor teachers in public schools with high and low Indian student enrollment.

Also relevant to the qualification of school teachers is the prior experience that each

brings to the job.²² As noted in figure 17, the majority of American Indian and Alaska Native teachers and white, non-Hispanic teachers entered the profession directly from college and in roughly equal proportions (see also table B13). Indian teachers were more likely than white teachers to begin their teaching careers after serving in non-teaching positions in schools (e.g., as a clerk

²² Teachers were asked to indicate which of 10 options best described their primary activity before they began teaching. The options included college student, family care, teacher (substitute, preschool, or postsecondary), nonteaching position in education, position outside of education, military service, unemployed, and retired.

Figure 16— Mean years of teaching experience for teachers, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

or another type of noninstructional staff). No other differences between Indian and white teachers were apparent.

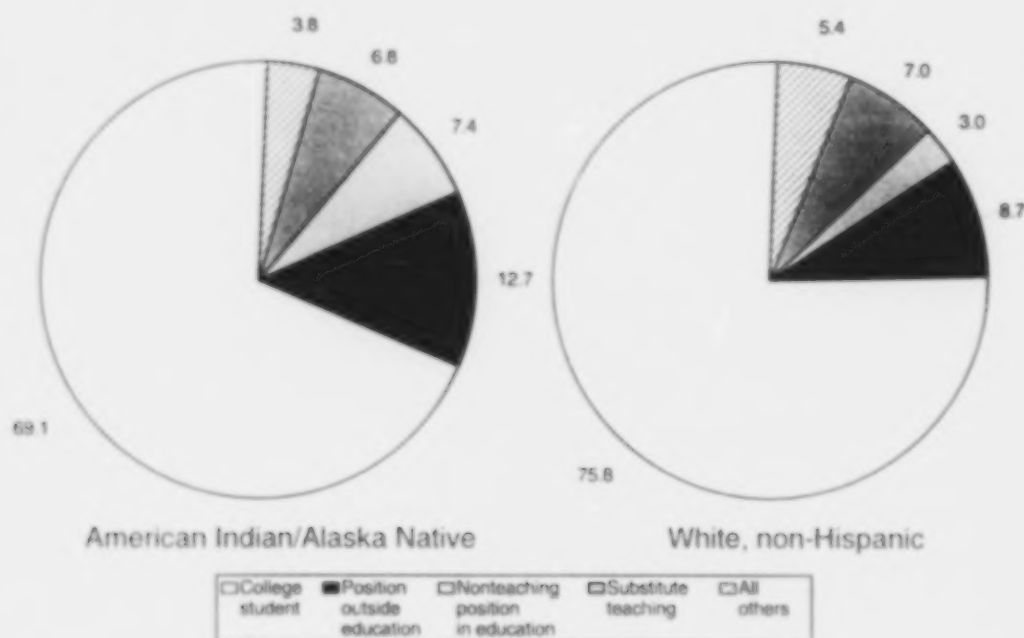
TEACHER COMPENSATION

The salaries and benefits offered to teachers affect the appeal of teaching relative to other occupations requiring similar backgrounds and training and may have a significant impact on the ability of districts and schools to recruit and retain qualified teachers. About 94 percent of the publicly funded school districts employed schedules to determine teachers' salaries; 84 percent of BIA/tribal schools used these schedules

(table B18). Figure 18 presents the average scheduled salary for beginning and experienced teachers based on educational level and teaching experience.

Notably, beginning teachers—those with no teaching experience and either a bachelor's degree or master's degree—in BIA/tribal schools and public schools with high Indian student enrollment were better paid than their colleagues in public schools with low Indian enrollment. In public schools with low Indian student enrollment, inexperienced teachers with bachelor's degrees received \$21,911 each year and in experi-

Figure 17— Main activities prior to becoming a teacher reported by American Indian and Alaska Native teachers and white teachers: 1993-94



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Teacher Questionnaires).

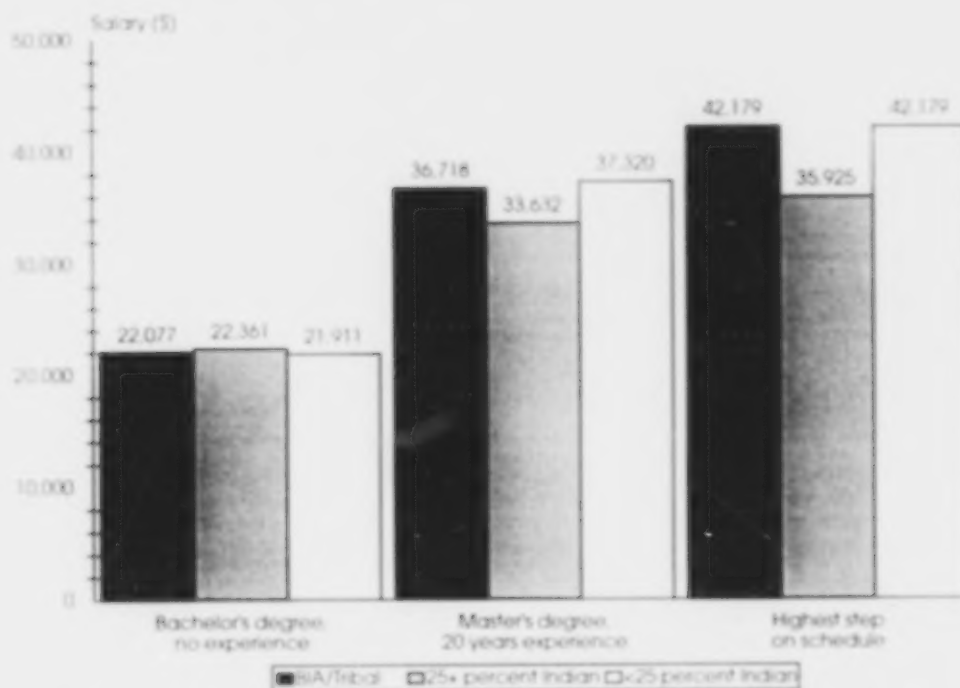
enced teachers with master's degrees received \$23,946.

A much different pattern was apparent for experienced teachers (master's degrees and 20 years of experience). Experienced teachers in public school districts with low Indian student enrollment were paid approximately \$600 more per year than experienced teachers in BIA/tribal schools and nearly \$4,000 more than their experienced colleagues in public school districts with high Indian enrollment. Salaries for teachers on the last step of the salary schedule in BIA/tribal schools and low enrollment schools were comparable (\$42,179) and

were larger than the salaries of teachers in high enrollment public schools.

In addition to salaries, many schools and districts also offer other types of compensation to their staff. For example, virtually all public schools in the U.S. provided retirement plans to their teaching staffs (99 percent for both public school types). In contrast, 83 percent of the BIA/tribal schools reported that they had similar plans for their teachers. Figure 19 presents the availability of other employment benefits. Medical insurance was the most common employment benefit for teachers in all types of schools. However, teachers in public schools

Figure 18— Average scheduled salaries for school teachers in selected salary schedule levels, by district and school type: 1993-94



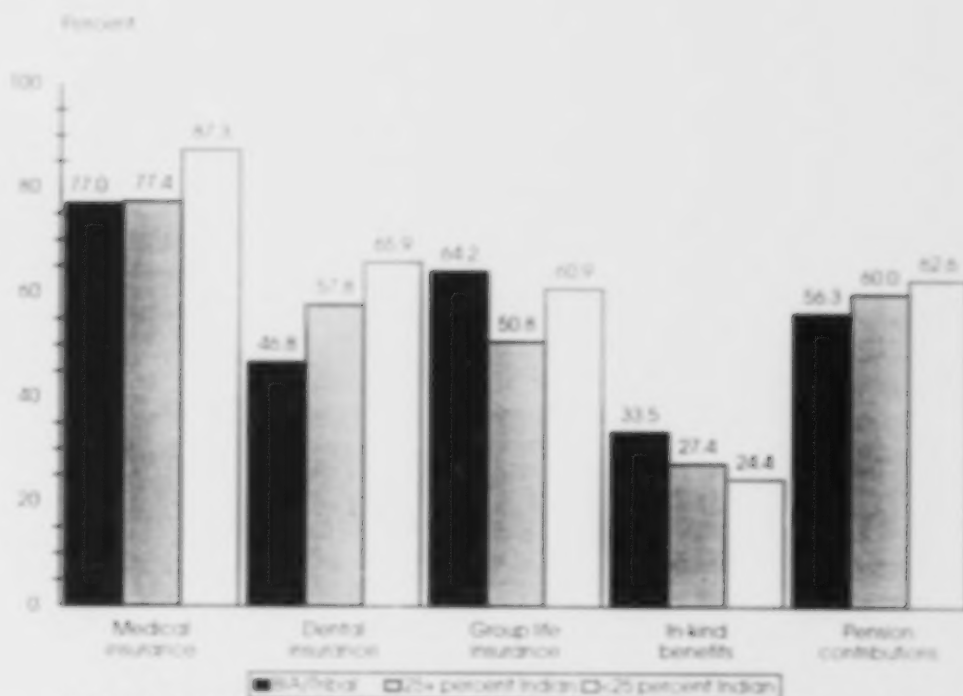
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

with low Indian student enrollment were more likely than BIA/tribal school teachers and teachers in high Indian enrollment schools to receive this benefit. Teachers in public schools with low Indian student enrollment were also more likely than their colleagues in BIA/tribal schools to receive dental insurance and pension contributions. In contrast, a higher percentage of BIA/tribal school teachers received in-kind employment benefits from their schools than public school teachers in districts with low Indian student enrollment.

TEACHERS' PERCEPTIONS OF PROBLEMS IN THEIR SCHOOLS

SASS provides the opportunity to examine teachers' perceptions of the most serious problems in their schools by asking survey respondents to rate a list of potential problems as either *serious*, *moderate*, *minor*, or *not a problem* in their schools. The list of 24 potential problems includes issues such as attendance (*student tardiness*, *absenteeism*, and *dropouts*), school climate (*racial ten-*

Figure 19— Percentage of teachers receiving various employment benefits, by Indian school type: 1993-94



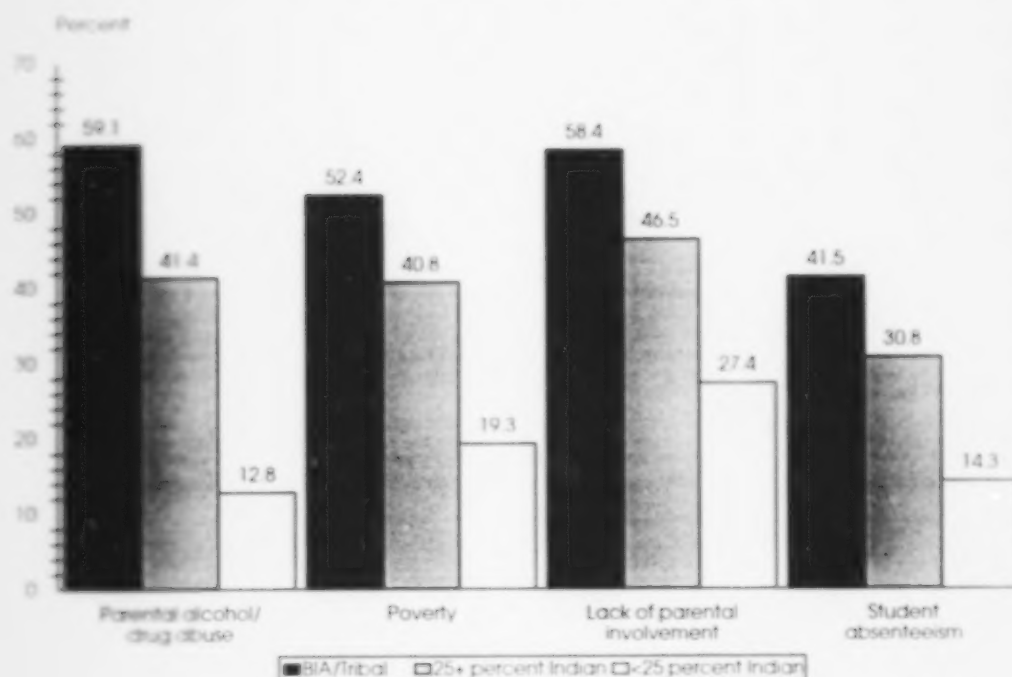
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Teacher Questionnaires).

sion, student apathy, and student alcohol use), discipline (student disrespect for teachers, verbal abuse of teachers, and weapons possession), and community/family difficulties (poverty, poor nutrition, and poor student health). Figure 20 presents the school problems most frequently identified by teachers as serious in each type of school (see also table B21). Teachers in BIA/tribal and public schools identified a variety of serious problems in their schools. Over 50 percent of the teachers in BIA/tribal schools reported parental alcoholism and drug abuse, lack of parental involvement, and poverty as serious problems in their schools.

Student absenteeism, student apathy, and student disrespect for teachers were also reported frequently by teachers (table B21).

The serious problems identified by teachers in public schools with high Indian student enrollment were similar, although noted less frequently, than the problems identified by teachers in BIA/tribal schools. For example, the high Indian enrollment school teachers also reported that the lack of parental involvement (47 percent), parental alcoholism and drug abuse (41 percent), and poverty (41 percent) were serious issues in their schools, but less frequently than their colleagues in BIA/tribal schools (58 percent).

Figure 20— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

59 percent, and 52 percent, respectively). The teachers in public schools with less than 25 percent Indian student enrollment were even less likely to identify these problems as serious in their schools. *Lack of parental involvement* was the problem identified most frequently by the teachers in low Indian

enrollment schools, but by only 27 percent of the teachers. *Poverty* (19 percent) and *parental alcoholism and drug abuse* (13 percent) were also less likely to be identified by the teachers in the low Indian enrollment schools.

CHAPTER 5 • TEACHER SUPPLY AND DEMAND

The availability of qualified elementary and secondary school teachers has been a topic of frequent discussion in recent years as policymakers and researchers have expressed concern over the adequacy of the supply of qualified teachers for American schools. Indeed, the predicted shortage of qualified teachers in the late 1980s was one of the motivating considerations for SASS. Notably, concerns about the supply of qualified teachers may be even more salient in the rural and geographically remote schools serving Indian students; and Indian leaders, policymakers, and researchers have argued that the lack of adequately trained teachers is one of the chief barriers to improving Indian education (Indian Nations at Risk Task Force, 1991; Pavel, 1995).

This chapter examines the concerns over the supply of qualified teachers by describing the qualifications of the teaching staff in schools that serve American Indian and Alaska Native students. The discussion also includes an assessment of the frequency of teacher turnover, teacher recruiting and retention strategies, and school/district layoffs as these pertain to the elementary and secondary education of Indian students. These areas are addressed comparatively for BIA/tribal schools and public school districts by region, school type, and other factors that are associated with teacher shortages.

Other information related to teacher supply and demand is discussed elsewhere in this report. For example, teacher training and experiences, credentials, and compensation are presented in Chapter 4. Chapter 6 presents trends in Indian education since

1991, including the supply of teachers and their qualifications.

CERTIFICATION IN THE FIELD OF ASSIGNMENT

One indication of the difficulty that schools and districts experience filling available teaching positions is the proportion of teachers in schools who are uncertified or who hold certification in areas other than their field of assignment (e.g., a teacher certified in history leading an algebra class). As indicated in table 9, nearly all of the teachers nationally held some type of teaching credential in their primary field of assignment (97 percent). (See also table B26.) Teachers in BIA/tribal schools, however, were less likely than their colleagues in public school districts with high and low Indian student enrollment to be certified in their teaching field. Newly hired teachers in all types of schools were less likely than continuing teachers in the same schools to be certified in their field of assignment. However, newly hired teachers in BIA/tribal schools and public schools with high Indian student enrollment were more likely than their colleagues in low enrollment public schools to be certified in their teaching area.

The lowest percentages of continuing and newly hired teachers certified in their field of assignment were reported in the Southwestern U.S. for both BIA/tribal schools (92 percent and 86 percent, respectively) and public school districts with high Indian student enrollment (93 percent and 79 percent) (table B26).

Table 9— Percentage of continuing and newly hired teachers certified in their main teaching assignment, by Indian school type: 1993-94

Teacher characteristic	All teachers	Continuing teachers	Newly hired teachers
TOTAL	97.4	98.3	86.5
BIA/tribal schools	94.0	96.4	89.8
High enrollment schools	97.6	98.4	90.2
Low enrollment schools	97.4	98.3	86.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

CRITERIA FOR HIRING TEACHERS

Indian schools and public school districts used a variety of criteria to evaluate applicants for available teaching positions (table B27). Overall, comparable percentages of public school districts and Indian schools required that applicants hold full standard certification in the primary teaching field (80 percent for BIA/tribal schools and high Indian enrollment districts, 83 percent for low enrollment districts). BIA/tribal schools were less likely than public school districts to consider applicants with emergency or temporary state certificates or endorsements for the teaching field; however, there was considerable variation among BIA/tribal schools across regions on this measure (e.g., 21 percent in the Eastern U.S. and 63 percent in the Southwest).

Roughly two-thirds of the BIA/tribal schools and public school districts considered job applicants' college major and minor fields of study, and there were no apparent differences among the Indian schools and districts. Public school districts were more likely than BIA/tribal schools, however, to require that job applicants have graduated from a state-approved teacher education program. For example, 72 percent of the districts with high Indian enrollment and 78 percent of the public school districts with low enrollment used or required this

criterion from its teaching applicants; 67 percent of the BIA/tribal schools considered state-approved teacher training programs.

Many public school districts and Indian schools also required that applicants for teaching positions complete special knowledge tests designed to assess teacher skills and knowledge. Eighteen percent of BIA/tribal schools required that their teaching applicants pass a test of basic skills or subject knowledge developed by the schools. Fewer public school districts had similar requirements for their applicants (1 percent for high Indian enrollment school districts, 2 percent for low enrollment districts). Public school districts were more likely, however, to require that their applicants pass a state test of basic skills or knowledge. Among public school districts, agencies with high Indian student enrollment were more likely than low Indian enrollment districts to require the passage of the state test and were the least likely to require that applicants receive qualifying scores on the National Teachers Exam.²³

²³The National Teachers Exam (NTE), administered by the Educational Testing Service, is a nationally normed, standardized test of general and professional knowledge and communication skills for students in teacher education.

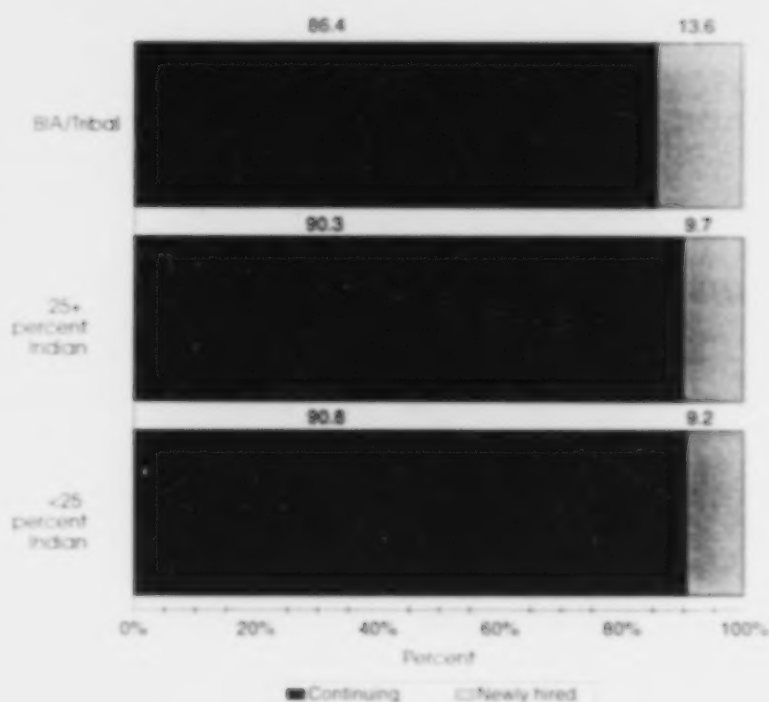
ADEQUACY OF THE SUPPLY OF QUALIFIED TEACHERS

An important indicator of the supply of teachers is whether schools and districts are able to fill vacant teaching positions created by retirement, transfers, and other staff changes with qualified instructors. During the 1993-94 school year, approximately 88 percent of available teaching positions at BIA/tribal schools were filled. In contrast, virtually all of the available positions in public school districts were filled (table B28). As shown in figure 21, BIA/tribal schools were more likely than either type of public school district to fill available posi-

tions with newly hired teachers. Two percent of the approved teaching positions at BIA/tribal schools went vacant or were filled by substitute teachers when suitable candidates could not be found; less than 0.3 percent of the positions in public school districts were filled in a like manner.

A better understanding of the nature of the teacher shortages in BIA/tribal schools relative to public school districts can be obtained by examining the teaching fields in which vacancies have occurred and in which the vacancies are most difficult to fill. (Table B30 presents the percentage of schools with vacancies in various teaching

Figure 21— Percentage of approved positions filled by continuing and newly hired teachers, by district and school type: 1993-94



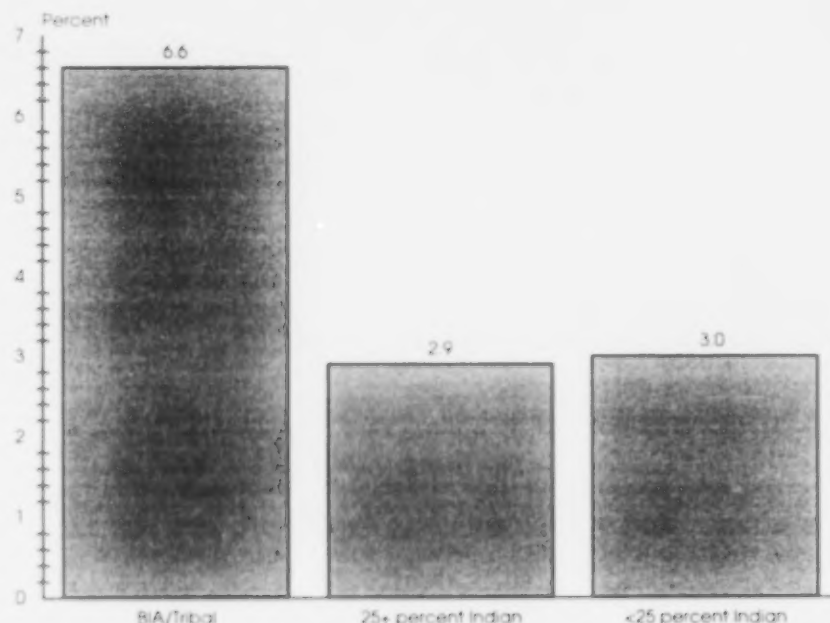
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

fields; table B31 presents the percentage of schools with vacancies in selected areas that were very difficult or impossible to fill.) The percentage of schools reporting vacancies in various teaching disciplines depends to some extent on the proportion of schools with programs in those fields (e.g., few elementary schools employ biology/life science teachers) and the size of those programs. The majority of position vacancies in BIA/tribal schools were general elementary teachers (56 percent). Other frequent teacher vacancies in these schools included positions in special education (43 percent), physical sciences (17 percent), and English (15 percent).

Public school districts with high and low Indian student enrollment also experienced vacancies in these fields. For high and low enrollment districts, respectively, the vacancies were in general elementary education (40 percent and 42 percent), special education (30 percent and 33 percent), physical sciences (16 percent and 17 percent), and English (21 percent and 16 percent).

As shown in figure 22, BIA/tribal schools were more likely than public schools to report that teaching positions could not be filled with qualified applicants. Seven percent of the BIA/tribal schools reported that they had positions that could not be

Figure 22— Percentage of schools with vacancies in selected areas that could not be filled, by Indian school type: 1993-94



NOTE: The academic areas were general elementary, special education, English, mathematics, physical science, biology/life science, ESL, foreign languages, music, business/marketing, industrial arts, home economics, trade/industry, and agriculture.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

filled; 3 percent of the public schools reported these teacher vacancies.

As shown in table 10, finding special education and foreign language teachers is a problem in all types of schools. The most problematic position to fill for BIA/tribal schools was in foreign languages, where 50 percent of the schools found it very difficult or impossible to fill the vacancy (see also table B31). This percentage dropped to 31 percent for public schools with high Indian enrollment and 26 percent for public school districts with low Indian enrollment.

Forty-three percent of BIA/tribal schools and roughly one-third of public schools reported vacant special education positions, and many of these schools reported that these positions were very difficult or impossible to fill (44 percent in BIA/tribal schools, 26 percent in high Indian enrollment schools, and 20 percent in low enrollment schools). BIA/tribal schools were also more likely than public schools to report that they experienced great difficulty filling or could not fill teacher vacancies in mathematics and biology/life science.

School districts employ a number of different strategies to address teacher shortages including canceling classes, increasing class sizes, and offering salary incentives and

retraining programs designed to decrease the likelihood that teacher shortages will occur. Figure 23 presents the various methods schools use to fill vacant positions. Obviously, the most effective approach to filling vacancies is hiring qualified staff to handle the duties. This strategy was employed successfully by most schools that served American Indian and Alaska Native students. Other approaches to filling teaching vacancies included hiring less qualified teachers, canceling classes, increasing the teaching loads of current teachers by expanding class size or adding course sections, and using teachers from other grades and subject areas. BIA/tribal schools were more likely than public schools with low Indian student enrollment to cancel classes, to hire less-qualified teachers, to use teachers from other subjects and grade levels, and to employ long- or short-term substitutes to fill vacant positions.

TEACHER RETENTION, RETRAINING, AND DEVELOPMENT PRACTICES

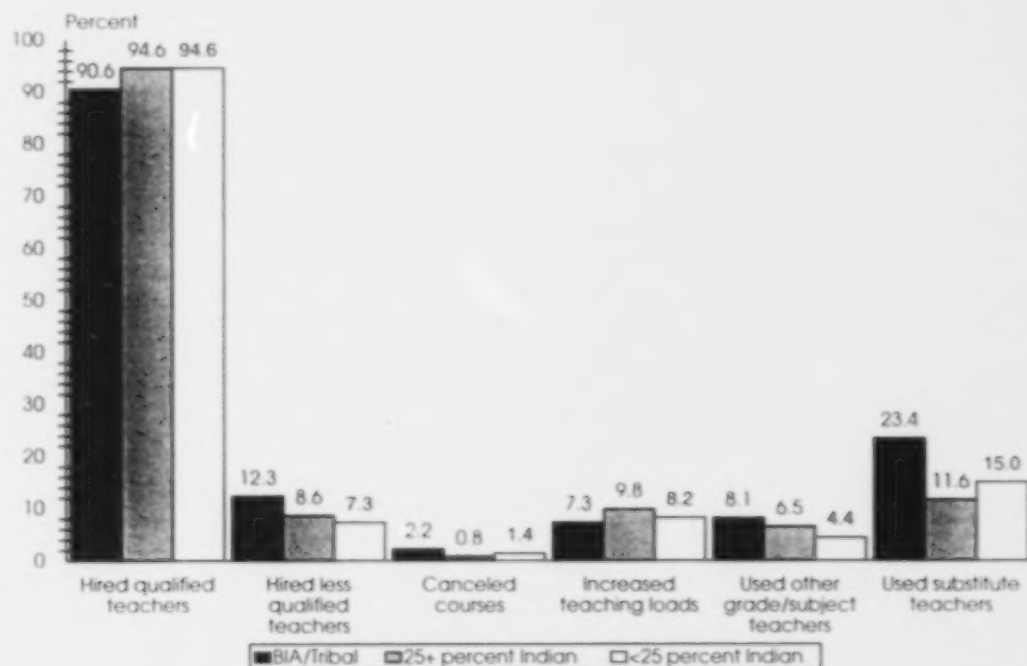
Another, more long-term strategy to filling vacant positions provides free retraining to current staff members, thus, preparing them for teaching careers in fields with current or anticipated teacher shortages. As presented in figure 24, BIA/tribal schools were more likely than public school districts with either

Table 10— Percentage of schools with vacancies in selected fields that were very difficult or impossible to fill, by Indian school type: 1993-94

School characteristics	Foreign language	Special education	Biology/life science	Bilingual/ESL	Mathematics
TOTAL	26.0	20.4	15.3	27.2	17.3
BIA/tribal schools	50.0	44.3	30.2	26.4	24.8
High enrollment schools	31.1	25.8	7.5	18.8	10.7
Low enrollment schools	25.9	20.2	15.3	27.4	17.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Figure 23— Percentage of schools using various methods to fill vacant positions, by Indian school type: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

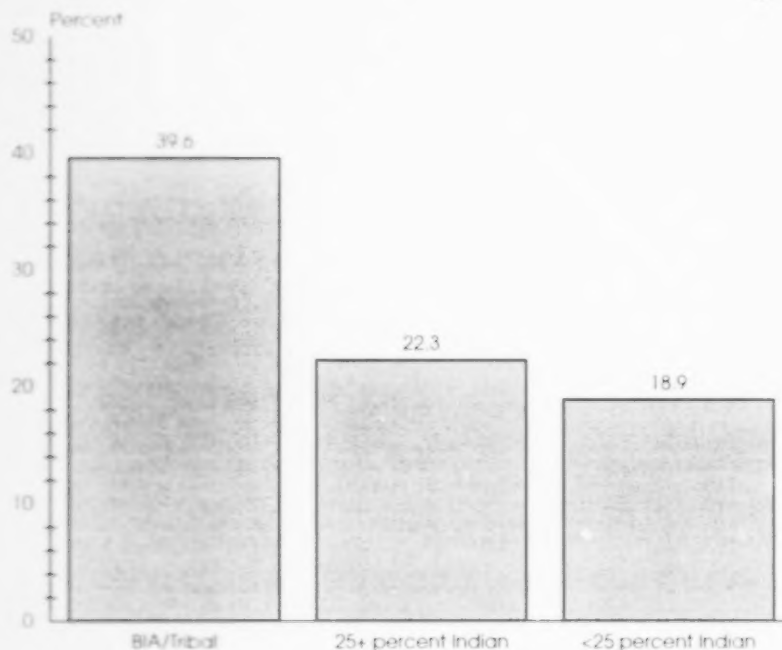
high or low Indian student enrollment to provide retraining opportunities to their instructional staff. Between 21 percent and 29 percent of BIA/tribal schools offered free training in special education, mathematics, bilingual education/ESL, physical science, computer science, and biology/life science (see also table B32). Between 8 percent and 16 percent of the high Indian enrollment public school districts and between 9 percent and 12 percent of low Indian enrollment districts offered free retraining in these same fields.

BIA/tribal schools were more than twice as likely as public school districts to use pay

incentives to recruit new teachers and to retain existing teachers in fields with shortages (table B33). Twenty-eight percent of the BIA/tribal schools reported that they used pay incentives to recruit and retain teachers; only 8 percent of high Indian enrollment public school districts and 10 percent of low enrollment districts also used pay incentives.

In schools and districts using pay incentives, three-quarters of the BIA/tribal schools offered a different step on the salary schedule for the area with shortages, 30 percent included a cash bonus, and 26 percent provided other types of salary

Figure 24— Percentage of public school districts and Indian schools offering free retraining in fields with current or anticipated shortages of teachers: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

increases. For public school districts with low Indian enrollment, the most popular incentive was a different step on the salary schedule, offered by 47 percent of the districts. Other types of salary increases were the most popular options for public school districts with 25 percent or more Indian student enrollment.

Many school districts and Indian schools also used teacher pay incentives to encourage instructional staff to complete inservice training and college credit courses (table B34). BIA/tribal schools were more likely than public school districts to use pay in-

centives to encourage staff development (63 percent for BIA/tribal schools, 32 percent for high Indian enrollment districts, 45 percent for low Indian enrollment districts). Among the districts and schools that used these staff development incentives, the most frequent incentive was a different step on the teacher salary schedule. BIA/tribal schools were more likely than public school districts to offer this incentive. A majority of public school districts and Indian schools also used pay incentives for other purposes such as teacher retention and rewarding excellence. Among the schools and districts that offered incentives, two-thirds of the BIA/tribal

schools used pay incentives for these purposes. In contrast, 79 percent of the school districts with high Indian student enrollment and 86 percent of the districts with low Indian enrollment offered incentives for other purposes.

LAY OFFS

Not all districts and schools experienced teacher shortages during the 1993-94 school year. Thus, it is also important to consider the number of educational units with surplus teaching staff for current needs. The reasons

for teaching staff surpluses are many and can include budget reductions, declining enrollment, school consolidation, and changes in curriculum. Overall, 13 percent of the public school districts and BIA/tribal schools laid off part of their teaching staffs at the end of the 1992-93 school year (table B35). BIA/tribal schools were no more likely than public schools with low Indian student enrollment to lay off teachers (13 percent of the units laid off staff); public school districts with high Indian student enrollment were most likely to lay off teachers during the 1992-93 school year.

CHAPTER 6 • AMERICAN INDIAN AND ALASKA NATIVE EDUCATION SINCE 1991

This chapter examines trends in American Indian and Alaska Native education using findings from the 1990-91 and 1993-94 Schools and Staffing Surveys. We discuss changes between the 1990-91 and 1993-94 school years using NCES' first report on Indian education (Pavel et al., 1995), which was based on the 1990-91 SASS, as the first time point. Several key events took place during the 3-year period between these surveys that may have important implications for the delivery of educational services to this nation's American Indian and Alaska Native students. These events included the activities of the Indian Nations at Risk Task Force (1991) that produced an important report on the status of Indian education, and important meetings and policy reviews during this time period, including the *White House Conference on Indian Education* (1992), the National Education Association's *American Indian/Alaska Native Dropout Study* (NEA, 1991), and the Bureau of Indian Affairs' (BIA) study of tribal enrollment and student dropouts/transfers (BIA, 1991). Finally, these years have also been marked by widespread and promising school reform (Hallinger, Murphy, & Hausman, 1992), often marked by instructional experimentation (e.g., Dick et al., 1994) and increased community involvement (Pavel, 1995).

One of the objectives for this report on the characteristics of Indian education was the comparison of findings between the 1990-91 and 1993-94 school years. However, because a relatively short period—only 3 years—separates the time points in this discussion, policymakers, administrators, and teachers

have had little opportunity to implement new programs and policies or to fine-tune existing ones. Consequently, small but potentially important changes in school policies, programs, and outcomes in this period may not be statistically significant across the two time points.

While the overall focus of the *Indian and Public School, School Principal, and School Teacher Questionnaires* remained largely unchanged between the 1990-91 and 1993-94 school years, the SASS questionnaires were slightly revised and expanded to better reflect the educational environment. Additionally, comparisons between school years are further complicated by changes in the sampling strategy for the 1993-94 SASS. Where appropriate, these factors are presented in the text and a more detailed discussion is included in Appendix A.

The selection of trends for discussion in this chapter was based upon the factors believed to be most important to education policy-makers. For the most part, the discussion is restricted to Indian school types (BIA/tribal schools vs. public schools with high Indian student enrollment vs. public schools with low Indian student enrollment). Policy-makers, researchers, and practitioners reading other sections of this report in conjunction with NCES' first Indian school report will find a wealth of other issues to examine in more detail.

SCHOOLS SERVING AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

Table 11 presents the number and percentage of publicly funded schools that served American Indian and Alaska Native students in the 1990-91 and 1993-94 time periods. The table also presents the number and percentage of American Indian and Alaska Native students attending each of the school types. As noted earlier in this report, 170 schools were funded by the BIA during the 1993-94 school year and operated either directly by this agency or by tribal governments and other tribal organizations. On the surface, this number represented an increase in BIA/tribal schools since the 1990-91 school year, when 149 were reported. However, educational directories from the BIA Office of Indian Education Programs indicated an increase of only four BIA/tribal schools during this period (BIA, 1994,

1989); the difference in the estimates may be attributable to changes in the sampling procedures for the SASS Indian school supplement.²⁴

Overall, BIA/tribal schools accounted for approximately 0.2 percent of the publicly funded schools in the United States during both the 1990-91 and 1993-94 school years. The number of schools with low Indian student enrollment (i.e., less than 25 percent Indian enrollment) increased slightly between 1990-91 and 1993-94; the number of high Indian enrollment schools decreased slightly, but not significantly, during this period.

Table 11 also includes the number of American Indian and Alaska Native students attending these schools. Reflecting the additional BIA/tribal schools identified for the 1993-94 SASS, the number of American

Table 11— Number and percentage of schools serving American Indian and Alaska Native students, and the number and percentage of Indian students attending the schools, by Indian school type: 1990-91 and 1993-94

	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
<i>Schools</i>						
Number	149	170	1,260	1,244	78,625	79,479
Percent	0.2%	0.2%	1.6%	1.5%	98.3%	98.3%
<i>American Indian and Alaska Native students</i>						
Number	35,339	41,911	165,161	187,365	254,925	262,660
Percent	7.8%	8.5%	36.3%	38.1%	56.0%	53.4%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

²⁴A sample of 101 BIA/tribal schools was drawn during the 1990-91 school year; a census of all BIA/tribal schools was selected during 1993-94.

Indian and Alaska Native students attending these schools increased to 41,911 individuals in 1993-94, or 9 percent of the Indian student population attending publicly funded schools. Fifty-three percent of Indian students attended public schools with low Indian student enrollment in 1993-94, but the apparent changes in the number of students attending public schools with either low or high Indian student enrollment were not significant.

PROGRAMS AND SERVICES AVAILABLE TO STUDENTS

During the 1990-91 to 1993-94 school years, relatively few changes were apparent in the types of programs and services that schools made available to their students. While the BIA/tribal schools offering Chapter 1 programs did decrease approximately 4 percent during this period, no changes were observed in the availability of other types of compensatory education programs in these schools, including ESL, bilingual education, or remedial mathematics instruction.²⁵ The number of BIA/tribal schools offering gifted/talented programming increased 15 percent while low Indian student enrollment public schools offering gifted/talented programs decreased 4 percent during this same period. In public schools with high Indian student enrollment a slightly different pattern was observed. No changes in the availability of Chapter 1 services were reported in these schools, but the schools were more likely to offer ESL and remedial math instruction in 1993-94 than they were in 1990-91 (an 8 percent increase for ESL and 13 percent increase in remedial math). Students in high Indian enrollment public schools were also less likely to be eligible for free

and reduced-price lunches in 1993-94, but no corresponding change was observed in BIA/tribal schools or low enrollment public schools.

EDUCATIONAL OUTCOMES

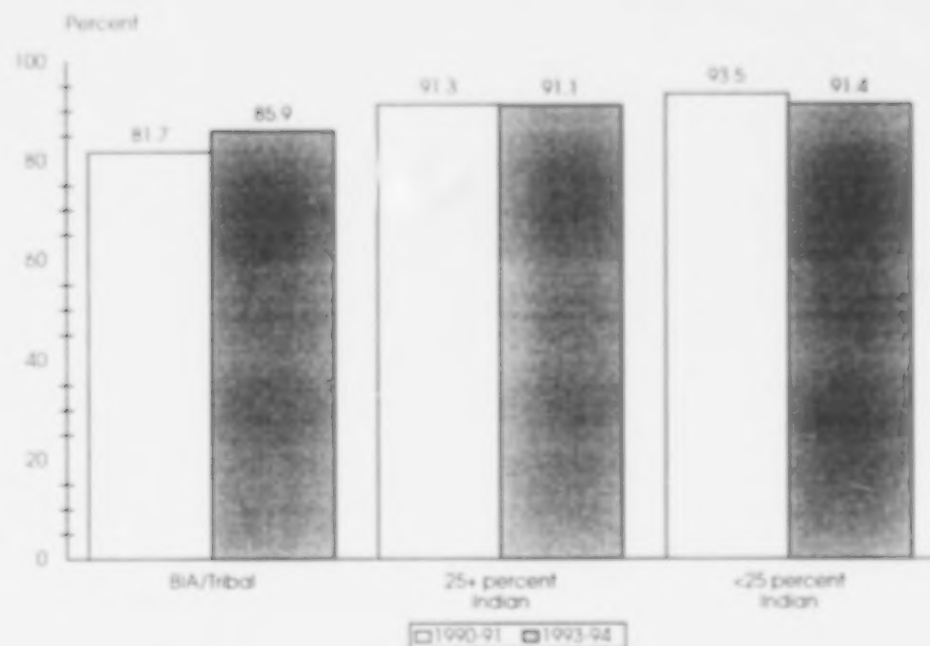
Figures 25 and 26 provide an indication of the educational outcomes of students in the various Indian school types by examining the senior-year graduation rates (figure 25) and college application rates (figure 26) for high school seniors during the 1989-90 and 1992-93 school years. Graduation rates remained steady in public schools with high Indian enrollment and BIA/tribal schools across the two reporting periods; graduation rates fell slightly in low Indian enrollment schools.

The percentage of students applying to college rose during the reporting period for BIA/tribal schools and public schools with low Indian enrollment (figure 26). In 1990-91, roughly one-third of the senior students in BIA/tribal schools applied to college; by 1993-94, the percentage of students applying to colleges had risen to 47 percent. No change in college application rates was apparent in public schools with high Indian student enrollment during this period.

BIA/tribal schools and public schools had little success decreasing student and teacher absenteeism rates between the 1990-91 and 1993-94 school years (table 12). On any given day during 1993-94, 8 percent of the students in BIA/tribal schools and 6 percent of their teachers were absent—about the same rates reported during 1990-91. A similar situation was observed with student absences in public schools with high Indian student enrollment; however, teacher absences in low Indian enrollment public schools grew from 5 percent in 1990-91 to 6 percent in 1993-94.

²⁵See, for example, figure 3 on page 10 of this report and table 3 on pages 15-16 of the 1990-91 report (Pavel et al., 1995).

Figure 25— Trends in high school graduation rates for seniors, by Indian school type: 1990-91 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94 (Indian and Public School Questionnaires).

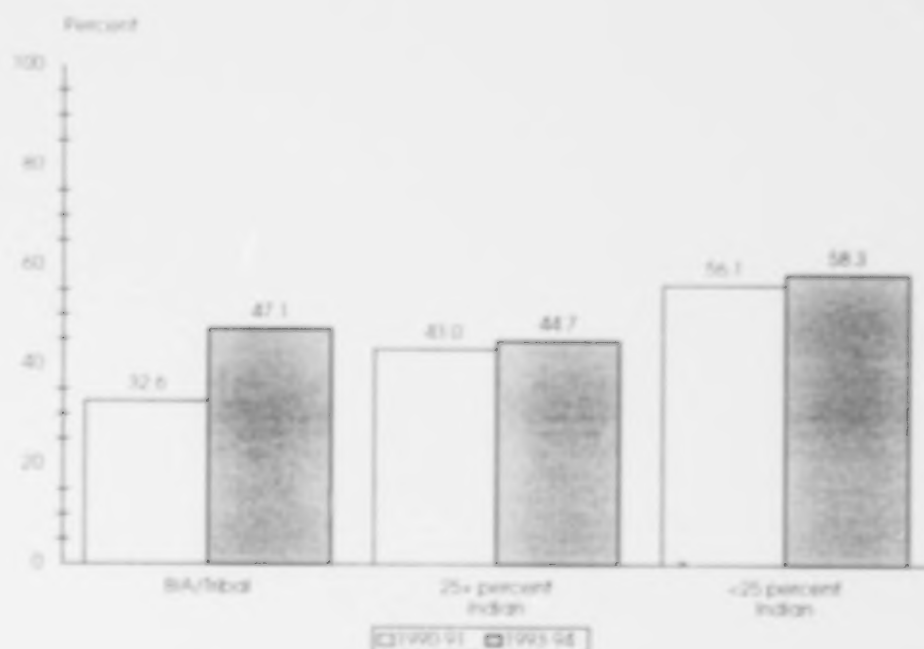
Another way to assess school efforts to address public concerns about educational outcomes is to consider the course completion requirements students must satisfy before graduating. As indicated in table 13, which presents the average graduation requirements in selected core academic areas for students attending BIA/tribal and public schools, the graduation requirements for students either increased or remained constant between the 1990-91 and 1993-94 school years. Most notably, the average years of mathematics instruction required for graduation increased to 3 years in BIA/tribal schools and to 2.5 years in public schools with low Indian student enrollment. The years of science instruction required for

graduation in low Indian enrollment public schools also increased during this period. The small changes in graduation requirements for public schools with high Indian student enrollment observed during the period were not significant.

PRINCIPAL CHARACTERISTICS

Relatively few changes in the qualifications and experiences of principals, their opinions about school problems and goals, or their career plans were apparent between the 1990-91 and 1993-94 school years. This may be illustrated by considering the years of teaching experience for principals before they became principals. As might be

Figure 26— Trends in college application rates for seniors, by Indian school type: 1990-91 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94 (Indian and Public School Questionnaires).

Table 12— Student and teacher absenteeism rates, by Indian school type: 1990-91 and 1993-94

Absenteeism	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Student	8.7	8.1	7.1	6.7	6.5	6.4
Teacher	6.2	5.6	5.1	6.0	4.6	5.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94.

expected with the relatively short period between the 1990-91 and 1993-94 school years, principals' experience before becoming administrators did not change in BIA/tribal schools and public schools with high Indian student enrollment. (See table 4, page

23, in this report and table 7 in the 1990-91 report.) However, the teaching experience for principals in low enrollment public schools increased one-half year. There were also no apparent differences in the educational levels of the principals in BIA/tribal

Table 13— Average years of instruction in selected core subject areas required for high school graduation, by Indian school type: 1990-91 and 1993-94

Subject area	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
English/language arts	3.9	3.9	3.8	4.0	3.8	3.8
Mathematics	2.7	3.0	2.3	2.5	2.4	2.5
Science	2.4	2.4	2.1	2.2	2.1	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

schools or high enrollment schools; however, principals in public schools with low Indian student enrollment were less likely to hold advanced degrees beyond the master's degree in 1993-94. Notably, principals in public schools with low Indian student enrollment were more likely to have received specialized training in Indian education administration in 1993-94. The number of principals in BIA/tribal schools and public schools with high Indian student enrollment receiving this specialized training remained constant during the period. (See table 6, page 26, in this report and table 9 in the 1990-91 report.)

Figure 27 and table 14 present the findings regarding salary increases for principals with all types of degrees and in all types of schools.²⁶ Average salaries for BIA/tribal school principals with master's degrees and other advanced degrees out-paced inflation. For example, average salaries for BIA/tribal school principals with master's degrees increased \$3,624 between the 1990-91 and 1993-94 school years; salaries for BIA/tribal school principals with more advanced degrees increased approximately \$4,000

during the period. In public schools with high Indian student enrollment, the apparent salary increase for principals with less than master's degrees and salary decrease for principals with more than master's degrees were not statistically significant.

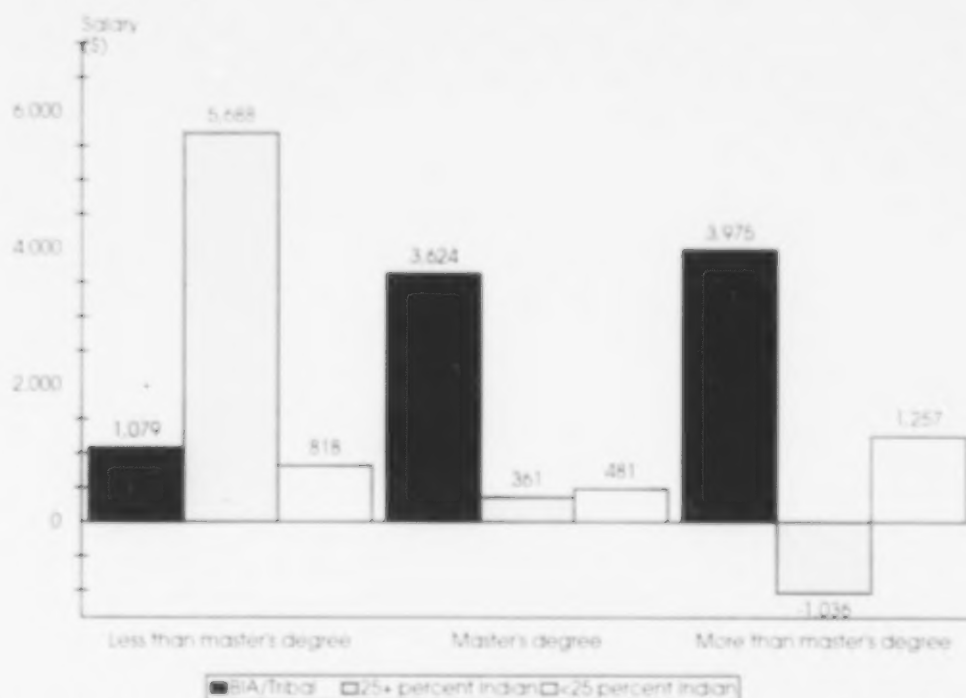
CHANGES IN PRINCIPALS' GOALS

Although still reported by a majority of principals in each school type, the principals in 1993-94 were less likely than principals in 1990-91 to report that *building basic literacy skills (reading, math, writing, speaking)* was one of the top three goals for students to achieve (table 15). Ninety percent of the BIA/tribal schools principals selected this educational goal for their students during the 1990-91 school year; 72 percent of the principals selected it in 1993-94. Principals in public schools with low Indian student enrollment but not high Indian enrollment schools were also less likely to select *basic literacy skills* for their students in 1993-94.²⁷ Reductions in the percentages of principals in public schools with low Indian student enrollment who reported that *promoting personal growth (self-esteem, self-knowledge)* was an important goal for their

²⁶Principal salaries reported for 1990-91 were adjusted for inflation between the 1990-91 and 1993-94 school years. The adjustment procedures for salaries are described in Appendix A.

²⁷The apparent decline in this goal among the principals in high Indian enrollment schools was not significant.

Figure 27— Salary increases measured in constant 1993-94 dollars for principals by highest degree earned, by Indian school type: 1990-91 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94 (Indian and Public School Principal Questionnaires).

Table 14— Annual salary of principals in constant 1993-94 dollars with selected degrees, by Indian school type: 1990-91 and 1993-94

Degree	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91*	1993-94	1990-91*	1993-94	1990-91*	1993-94
Less than master's degree	\$39,900	\$40,979	\$40,866	\$46,554	\$40,327	\$41,145
Master's degree	44,369	47,993	46,729	47,090	53,471	53,952
More than master's degree	45,000	48,075	48,386	47,350	55,737	56,994

*Adjusted to 1993-94 dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94.

Table 15— Educational goals identified by principals, by Indian school type: 1990-91 and 1993-94

Educational goals	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Basic literacy skills	90.4	72.1	85.6	80.4	76.2	72.2
Personal growth	69.5	63.7	57.5	49.7	62.6	50.6
Academic excellence	47.9	60.5	54.2	53.2	60.2	62.7
Good work habits/self-discipline	38.3	40.6	54.6	50.6	58.1	58.1
Multicultural awareness	27.9	29.7	10.5	16.4	7.0	10.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

students to achieve were also observed between 1990-91 and 1993-94. The principals in low Indian enrollment schools in 1993-94 were more likely than principals in 1990-91 to select *encouraging academic excellence* and *promoting multicultural awareness or understanding* as important goals.

CHANGES IN THE PROBLEMS REPORTED BY PRINCIPALS

Between 1990-91 and 1993-94, no consistent changes have taken place in the percentage of principals reporting serious problems in their schools. Poverty was, and continues to be, the serious problem most frequently identified by principals in BIA/tribal schools and public schools, and the percentage of principals reporting the problem has remained relatively constant for BIA/tribal schools and public schools with low Indian student enrollment (table 16).

In public schools with high Indian student enrollment, the percentage of principals identifying poverty as a serious school problem increased from 32 percent to 43 percent during the period.

TEACHER CHARACTERISTICS

Between 1990-91 and 1993-94, few changes were observed either in the number of teachers in schools serving American Indian and Alaska Native students or in the teachers' characteristics. (See figure 14, page 33, and table B10 in this report, and figure 8 and table 10 in the 1990-91 report.) For example, comparable numbers of educators taught in BIA/tribal schools and public school during the 1990-91 and 1993-94 school year (2,526,000 teachers in 1990-91 and 2,564,321 in 1993-94). In both years, 87 percent of the overall teaching force was white, non-Hispanic; less than 1 percent was American Indian and Alaska Native. No changes in the percentages of American Indian and Alaska Native teachers who taught in the three Indian school types or in the percentages of Indian teachers who were enrolled in a state or federally recognized tribe were apparent. Approximately 27 percent of the teaching force was male in both years.

Table 17 presents the years of teaching experience for teachers in schools serving American Indian and Alaska Native students during the 1990-91 and 1993-94 school

Table 16— Problems identified by principals as serious in their schools, by Indian school type: 1990-91 and 1993-94

Serious problems	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Poverty	63.3	62.4	31.7	44.3	14.5	15.8
Parental alcoholism/drug abuse	55.0	43.9	30.7	33.9	6.2	6.8
Lack of parental involvement	46.5	37.8	25.7	30.6	14.3	12.6
Student absenteeism	22.7	19.8	21.0	16.8	6.4	4.7
Student tardiness	15.7	12.5	12.6	12.5	4.9	4.0
Students dropping out	14.4	8.0	5.9	7.1	2.8	2.0
Student use of alcohol	13.7	9.9	12.5	11.4	4.2	3.5
Student apathy	11.1	17.3	15.3	16.0	7.3	8.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

Table 17— Mean years of teaching experience for American Indian/Alaska Native and white, non-Hispanic teachers, by Indian school type: 1990-91 and 1993-94

Race-ethnicity	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
American Indian/Alaska Native	10.5	11.1	11.9	11.5	12.9	14.2
Tribally enrolled	10.5	11.3	11.4	11.2	12.0	15.2
White, non-Hispanic	9.9	9.7	12.8	12.8	15.1	15.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

years. Teaching experience was comparable between 1990-91 and 1993-94 for teachers in BIA/tribal schools, high Indian enrollment schools, and low enrollment schools. Also, as might be expected, there were no changes in the teaching experience of American Indian and Alaska Native and white, non-Hispanic teachers in these schools. Nor were there changes in the percentages of master or mentor teachers in these schools. Finally, in

BIA/tribal schools and high Indian enrollment public schools, there were no changes in the percentage of teachers certified in the area of their teaching assignment or holding college majors or minors in their teaching assignment.²⁸

²⁸See, for example, table 15 and table B14, respectively, for information on master and mentor teachers in the 1990-91 and 1993-94 SASS. Teacher certification and college major/minor are presented in figure 9 and table 11 in the 1990-91 report and figure 15 and table B11 in this report.

Table 18 presents the average salaries for teachers in each of the three Indian school types by degree and years of teaching experience. When measured in constant 1994 dollars, the salaries for beginning teachers and experienced teachers in BIA/tribal schools outpaced inflation. Salaries for BIA/tribal school teachers with bachelor's degrees and no teaching experience increased \$1,250 between the 1990-91 and 1993-94 school years. Indeed, salary increases for BIA/tribal school teachers were consistently larger than the increases for their counterparts in public schools, rising \$3,137 for teachers at the maximum level on the teacher salary schedule and \$2,572 for teachers with master's degrees and 20 years of experience. Increases in inflation-adjusted teacher salaries were also observed in public schools with low Indian student enrollment for teachers with master's degrees and 20 years of experience and teachers at the schedule maximum. Teacher salaries in public schools with high Indian student enrollment kept pace with, but did not exceed, inflation.

CHANGES IN THE PROBLEMS REPORTED BY TEACHERS

The range and severity of the issues identified by teachers as serious problems during

the 1990-91 school year were still evident in 1993-94 (table 19). *Parental alcoholism and substance abuse, poverty, and lack of parent involvement* were identified most frequently as serious school problems by the teachers in BIA/tribal schools and public schools with high Indian enrollment. In public schools with low Indian student enrollment, teachers were more likely to identify these three problems in 1993-94 than in 1990-91.

Notably, teachers in public schools with both high and low Indian student enrollment during the 1993-94 school year were more likely than their counterparts in 1990-91 to identify *students disrespect for teachers* as a serious problem in their schools. Twenty-four percent of the teachers in public schools with high Indian enrollment and 18 percent of the teachers in low enrollment schools reported this problem. The apparent change in *student disrespect* between 1990-91 and 1993-94 in BIA/tribal schools was not statistically significant. In 1993-94, teachers in low Indian enrollment public schools were also more likely to express their concerns with student behavior, especially *student apathy* and *student use of alcohol*, than the teachers in low Indian enrollment schools in 1990-91.

Table 18— Annual salary of teachers in constant 1993-94 dollars with selected degrees and teaching experience, by Indian school type: 1990-91 and 1993-94

Degree and experience	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91*	1993-94	1990-91*	1993-94	1990-91*	1993-94
Bachelor's degree, no experience	\$20,827	\$22,077	\$21,108	\$22,361	\$21,685	\$21,911
Master's degree, no experience	24,380	24,869	23,180	24,347	23,624	23,946
Master's degree, 20 years exp.	34,146	36,718	32,973	33,632	36,235	38,320
Schedule maximum	39,042	42,179	35,601	35,925	39,372	42,179

*Adjusted to 1993-94 dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

Table 19— Percentage of teachers reporting serious problems in their school, by Indian school type: 1990-91 and 1993-94

Serious problems	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Parental alcoholism/drug abuse	65.1	59.1	41.3	41.4	11.7	12.8
Poverty	58.5	52.4	40.3	40.8	16.9	19.3
Lack of parent involvement	57.7	58.4	43.0	46.5	25.3	27.4
Student absenteeism	35.4	41.5	28.8	30.8	14.0	14.0
Student apathy	31.8	37.3	28.1	29.9	20.5	23.5
Student use of alcohol	27.6	28.6	21.0	20.1	8.1	9.2
Student disrespect for teachers	22.8	29.7	13.4	23.7	13.0	18.4
Students dropping out	22.6	26.6	13.6	16.2	6.3	5.7
Student tardiness	20.3	22.6	19.3	17.4	11.1	10.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

CHANGES IN THE SUPPLY AND DEMAND FOR TEACHERS

Concerns with the availability of qualified elementary and secondary school teachers have been raised in several recent reports on Indian education (see e.g., Indian Nations at Risk Task Force, 1991; Pavel, 1995). Notably, however, some positive changes in the availability of qualified teachers are apparent between the 1990-91 and 1993-94 school years (table 20). For example, in 1993-94, BIA/tribal schools were consistently less likely to report teaching position vacancies than they were in 1990-91, including decreases in special education, English, mathematics, and foreign language. There was little change in the percentage of high Indian enrollment public schools reporting vacancies. However, vacancies in schools with low Indian student enrollment also decreased in several teaching fields during this time period (namely, general elementary education, special education, and mathematics). Low Indian enrollment public schools were also the only type of school

that reported a significant increase in vacancies for a teaching field—physical sciences.

As shown in table 21, some, but not all, schools continued to experience difficulty filling many of their teaching positions in 1993-94. For example, while smaller percentages of BIA/tribal schools reported problems filling teaching vacancies in special education (down 16 percentage points), larger percentages of the schools reported that English positions were either very difficult or impossible to fill. Public schools with low Indian student enrollment were more likely to report that teaching positions in mathematics were difficult to fill or impossible to fill. In contrast, these schools were less likely to report that they had difficulty filling positions in special education or bilingual education. There were no significant changes in these areas for public schools with high Indian student enrollment.

Table 20— Percentage of schools with vacancies in various teaching fields, by Indian school type: 1990-91 and 1993-94

Subject area	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
General elementary	62.2	55.5	46.9	39.9	47.7	42.2
Special education	58.2	42.9	32.4	30.3	37.6	33.0
English	26.7	15.0	21.4	21.4	17.9	16.3
Physical science	23.3	16.9	14.0	15.6	11.9	17.3
Mathematics	23.2	12.0	20.1	11.8	17.0	13.0
Biology/Life science	20.5	13.9	10.9	11.1	10.4	10.8
Foreign language	15.0	6.0	7.9	11.9	9.8	10.5
Bilingual education/ESL	14.5	11.3	8.8	10.1	8.3	9.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

Table 21— Percentage of schools with vacancies in various teaching fields that were difficult or impossible to fill, by Indian school type: 1990-91 and 1993-94

Subject area	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
General elementary	21.6	8.5	0.9	3.0	2.3	2.1
Special education	60.4	44.3	36.1	25.8	25.8	20.2
English	2.5	8.0	11.0	1.5	4.6	3.8
Physical science	16.0	7.1	14.4	10.7	16.3	17.4
Mathematics	10.9	24.8	12.8	8.0	12.1	14.1
Biology/Life science	17.3	30.2	8.2	7.5	13.3	15.3
Foreign language	26.7	50.0	35.3	31.1	26.2	25.9
Bilingual education/ESL	35.1	26.4	28.6	18.8	38.4	27.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

BIA/tribal schools and public schools with low Indian student enrollment were more likely to provide free retraining to school staff preparing to teach in fields with current and anticipated shortages in 1993-94 (table 22). In BIA/tribal schools, the availability of free retraining for staff increased in mathematics, bilingual education/ESL, physical

science, computer science, and biological/life science. Comparable increases were also observed in public schools with low Indian student enrollment between 1990-91 and 1993-94, and these schools were also more likely to offer free retraining in special education and foreign languages.

Table 22— Percentage of schools with free retraining available to staff members preparing to teach in fields with current or anticipated shortages, by Indian school type: 1990-91 and 1993-94

Subject area	BIA/tribal		High Indian enrollment		Low Indian enrollment	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Any field	27.8	39.6	14.7	22.3	10.2	18.9
Special education	20.7	29.0	9.6	16.0	4.6	12.0
Mathematics	15.2	29.0	7.7	13.5	4.4	11.2
Bilingual education/ESL	11.5	21.1	5.3	11.7	3.5	10.1
Physical science	11.3	20.5	5.6	8.4	3.6	9.2
Computer science	10.4	26.4	5.1	12.8	3.2	9.5
Biology/life science	7.0	21.8	6.2	9.9	3.5	9.1
Foreign language	4.6	8.0	3.1	4.5	2.6	6.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 and 1993-94

CHAPTER 7 • SUMMARY

This report examined the characteristics of American Indian and Alaska Native education in the United States using data from the 1993-94 Schools and Staffing Survey (SASS), a periodic survey of districts, schools, principals, teachers, and students sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Beginning in 1990, when the SASS design first included a supplemental sample of schools established to serve Indian students and public schools with high percentages of Indian students, this data collection program has enabled researchers and policymakers to describe the schools and educators serving American Indian and Alaska Native students and to contrast them with institutions and individuals from the nation at large.

ORGANIZATION OF THE REPORT

Some comments on the overall arrangement may help readers with their own analysis. First, to provide a more useful description of the characteristics of American Indian and Alaska Native students and the schools they attend, schools were classified by school level and size, community type, geographic area, and, perhaps most importantly for this report, into three "Indian school types":

1. Schools operated directly by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior or by federally recognized tribal organizations under BIA grants and contracts;
2. Public schools with high Indian student enrollment (i.e., ≥ 25 percent of the student enrollment);

3. Public schools with low Indian student enrollment (< 25 percent).

Using these distinctions, we then focused on personnel in the schools that serve American Indian and Alaska Native students; we examined principals' and teachers' demographic characteristics and qualifications, compensation, attitudes, and goals. Later chapters examined teacher supply and demand, and reviewed Indian education since the 1990-91 school year using the results of the 1990-91 and 1993-94 SASS. This final chapter is designed to summarize some of the important findings presented in earlier chapters of this report. Readers are referred to these chapters for descriptive figures and tables and additional information on the analytic results.

BACKGROUND

Approximately 1.96 million persons, or roughly 1 percent of the U.S. population, were identified as American Indian or Alaska Native in the 1990 Census (U.S. Bureau of the Census, 1995). Correspondingly, the American Indian and Alaska Native student population comprised only 1 percent of the total student population. Overall, the average age of the Indian population was quite young relative to other racial and ethnic groups. For example, almost 40 percent of the population was under 20 years of age, and the median age was 7 years younger than the national average (U.S. Bureau of the Census, 1993, 1995).

American Indian and Alaska Native students typically have experienced little educational success in American schools when compared to non-Indian students, especially when measured in terms of standardized achievement test scores, frequency of dropouts, graduation

rates, and levels of educational attainment (see, e.g., Indian Nations at Risk Task Force, 1991; National Education Association, 1991; Pavel et al., 1995; U.S. Bureau of the Census, 1993; U.S. Senate, 1969). A number of well-publicized gatherings of Indian educators and leaders (e.g., the Indian Nations at Risk Task Force and the White House Conference on Indian Education in 1991 and the Indian Education Summit in 1995) have taken place in recent years to bring attention to the national need for appropriate training programs for those who serve Indian children and institutional reform in the schools the students attend. Several different approaches for improving educational outcomes have been suggested, including changing federal entitlement programs (Young et al., 1983), using native languages for instruction (Dick, Estell, & McCarty, 1994), improving teacher training programs (Phillips, 1994), reforming school structures and activities (St. Germaine, 1995a, 1995b), and increasing local control by American Indian and Alaska Native groups over the educational programs that serve their communities (Pavel, Swisher, & Ward, 1995).

Tracking improvements in the educational services American Indian and Alaska Native students receive and their effects is not easy. Because of their small presence in terms of the overall student population, Indian students, and the schools and staff that serve them, are rarely represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics. Additionally, because of tribal and linguistic diversity, geographic dispersion, and preponderance in remote rural areas, researchers have found it too costly to add supplemental samples of Indian schools and students to other data collection programs.

THE SCHOOLS AND STAFFING SURVEY

During the 1990-91 school year, however, NCES did add an Indian education supplement to SASS. This integrated survey of American schools, school districts, principals, teachers, and student records is designed to provide periodic, timely data to policymakers, researchers, and practitioners. Major categories of data include school and teacher characteristics, school operations, programs and policies, teacher supply and demand, and educator attitudes and opinions about education and their schools. NCES conducted the first in the series of nationally representative surveys in 1987-88. In 1990-91, the survey of public and private schools was expanded to include oversamples of schools funded by the BIA and public schools with high percentages of Indian student enrollment; in 1993-94 the BIA/tribal school sample was replaced by a census of these schools.

Initial sampling units for the 1990-91 and 1993-94 SASS were schools. The school principals and local education agencies of the sampled schools were then selected with certainty. Teachers in each of the selected schools were also sampled. The sample for 1993-94 included 9,333 public schools and principals and 176 BIA/tribal schools and principals. Overall, 56,736 teachers were selected, with approximately 5 percent assigned to BIA/tribal schools. Finally, a sample of 1,370 student records (176 from BIA/tribal schools) was selected.

SUMMARY OF FINDINGS

In this section we summarize the analytic results presented in the previous chapters. We first review the findings associated with

school and students. We then describe the characteristics, training, and experience of the educators assigned to these schools. Our last section examines trends in Indian education. All differences and trends presented in the discussion were tested for significance. (Appendix A provides additional information about the analyses.)

Schools and Students

School Location and Enrollment. The findings suggest that sizable clusters of American Indian and Alaska Native students can be found in two types of schools and in particular regions of the United States. The BIA and federally recognized tribes under BIA grants and contracts operated 170 elementary and secondary schools (BIA/tribal schools) in the United States. Of the 80,723 U.S. public schools, 1,244 had a high Indian student enrollment of at least 25 percent. The remaining 79,479 public schools had low Indian student enrollment (less than 25 percent). BIA/tribal schools and high Indian enrollment public schools were located primarily in rural areas and small towns and had enrollments of less than 500 students. The heaviest concentration of BIA/tribal schools was in the Southwest and Northern Plains. Two-thirds of the high Indian student enrollment public schools were located in Alaska and the South Central and Southwest regions.

Of the 491,936 American Indian and Alaska Native students in the U.S. enrolled in kindergarten through 12th grade (K-12) classes in BIA/tribal and public schools, almost half attended either BIA/tribal schools (9 percent) or public schools with high Indian student enrollment (38 percent). Virtually all the students in BIA/tribal schools and over half of the students in high Indian enrollment schools were American Indian or Alaska Native. The majority of these students were from low-

income families, as indicated by their eligibility for free or reduced-priced lunches.

Basic Course Requirements and Special Programs. The types of programs and services available in schools offer an interesting profile of the schools serving American Indian and Alaska Native Students. For example, BIA/tribal schools were more likely than low Indian enrollment schools to offer special student programs such as Chapter 1, remedial math, bilingual education, and gifted/talented offerings. In order to graduate, high school students in BIA/tribal schools were required to pass more coursework in all core subject areas except English and language arts than were students in high Indian student enrollment public schools. Graduation requirements in BIA/tribal schools were also more strict than requirements in public schools with low Indian student enrollment in all core subject areas (i.e., English and language arts, mathematics, social studies, and the science). Additional findings indicated that BIA/tribal schools were more likely than high and low Indian student enrollment public schools to require coursework in computer science and foreign language.

Other academic and support services such as English as a Second Language (ESL) were also available to facilitate the academic achievement of American Indian and Alaska Native students in BIA/tribal schools. The need for such instruction was clear: One-third of the American Indian and Alaska Native students in BIA/tribal schools spoke a language other than English in their homes and 28 percent were identified as limited English proficient. In contrast, 10 percent of the American Indian and Alaska Native students in high Indian enrollment schools spoke a language other than English in their homes and 13 percent were identified as limited English proficient.

Student-Staff Ratios. The findings also indicated differences in the ratios of teaching and support staff to students among the three Indian school types. The student to teaching staff ratio was 14 to 1 in BIA/tribal schools, 13 to 1 in high Indian student enrollment public schools, and 15 to 1 in low Indian student enrollment public schools. The ratio of noninstructional staff to students was 43 to 1 in BIA/tribal schools, 50 to 1 in high Indian student enrollment public schools, and 70 to 1 in low Indian student enrollment schools. Three-quarters of the noninstructional staff in BIA/tribal schools were full-time compared to around half of the noninstructional staff in high and low Indian student enrollment public schools.

Educational Outcomes. Despite gains in American Indian and Alaska Native student achievement over the past several decades, graduation rates were slightly lower in BIA/tribal schools (86 percent) than at high and low Indian enrollment schools (91 percent). Moreover, BIA/tribal schools and high Indian enrollment public schools had lower college application rates (47 percent and 45 percent, respectively) than low Indian enrollment schools (58 percent).

Connections between educational attainment and absenteeism still need to be explored; student absentee rates for any given day were greater in BIA/tribal schools than in public schools (8 percent compared to between 6 and 7 percent for low and high Indian student enrollment public schools, respectively); teacher absentee rates were about equal across the three Indian school types (6 percent).

Principals

Tribal Membership. The tribal citizenship, training, and experience of school principals varied across school types. Forty-seven percent of the principals in BIA/tribal schools

identified themselves as American Indian and Alaska Native, and all of these principals reported that they were enrolled members of a state or federally recognized tribe. Thirteen percent of the principals in public schools with high Indian student enrollment were Indian, and most of them were enrolled tribal members (84 percent). Fewer than 1 percent of the principals in low Indian student enrollment public schools were Indian, and only about half of them were enrolled.

Training and Experience. The background of principals varied by race-ethnicity and by school characteristics. When compared to their white, non-Hispanic colleagues in BIA/tribal schools, American Indian and Alaska Native principals had fewer years of teaching experience and were less likely to hold degrees beyond the master's degree. In high Indian student enrollment public schools, tribally enrolled principals had comparable teaching experience but were less likely than white, non-Hispanic principals in low Indian student enrollment public schools to hold advanced degrees.

Most principals had received inservice training in evaluation and supervision (87 percent overall). Additionally, almost two-thirds of BIA/tribal school principals reported receiving specialized training in Indian education administration. Fewer than 30 percent of the principals in high Indian enrollment schools and 4 percent of the principals in low enrollment schools received similar training.

Salaries and Benefits. Average salaries for principals in BIA/tribal schools were comparable to those of principals in public schools with high Indian enrollment. However, the principals in low Indian enrollment schools were paid more than either of the other groups. Moreover, an analysis of available benefits at the three types of Indian schools indicated that BIA/tribal school principals

were less likely than principals in low Indian student enrollment public schools to receive medical insurance, but more likely to receive life insurance and pension contributions.

Educational Goals and Problems. The majority of principals in BIA/tribal schools rated building basic literacy skills (72 percent), promoting personal growth (64 percent), and encouraging academic excellence (61 percent) as among three of the most important goals for students to achieve. The majority of principals in public schools also felt that achieving basic literacy skills was an important goal, followed by academic excellence and work habits or self-discipline.

The serious issues faced by schools can provide additional insight into the environment in which schooling takes place. More than 60 percent of the principals of BIA/tribal schools and 44 percent of the principals in high Indian student enrollment public schools reported that poverty was a serious problem in their communities. This problem also probably contributed to additional issues identified by principals in these schools, including parental alcohol and drug abuse, lack of parental involvement, student absenteeism, and student apathy. A smaller percentage of principals of low Indian student enrollment public schools viewed these issues as serious problems at their schools.

Teachers

Tribal Enrollment. American Indian and Alaska Native teachers can be important positive role models to all students in American schools, and especially to American Indian and Alaska Native youth. However, fewer than 1 percent of the teachers overall in public and BIA/tribal schools were American Indian or Alaska Native; only 6 percent of these schools had Indian teachers on staff. In BIA/tribal schools, one-third of the teachers were Ameri-

can Indian or Alaska Native, and nearly all were enrolled members of a state or federally recognized tribe. Fifteen percent of the teachers in public schools with high Indian enrollment were Indian and most were enrolled. Less than 1 percent of the teachers in public schools with low enrollment described themselves as American Indian or Alaska Native; 44 percent were enrolled members. Almost all BIA/tribal schools and 70 percent of high Indian enrollment schools had at least one American Indian/Alaska Native teacher on staff.

Training, Experience, and Certification. The quality of education that students receive often depends on the training and experience of their teachers, and schools and school districts use a variety of criteria to evaluate teacher candidates. Overall, very few teachers reported that they had majored or minored in Indian education. Those who had were more likely to work in BIA/tribal schools; however, even there, only 2 percent of teachers held college majors and minors in this area.

On average, teachers in BIA/tribal schools reported fewer years of teaching experience than their counterparts in public schools. Indian teachers were more likely than white, non-Hispanic teachers to have begun their teaching careers after serving in nonteaching positions in schools (e.g., clerk or another type of noninstructional staff).

Teachers in BIA/tribal schools were less likely to be certified in their teaching field than teachers in high and low Indian student districts. Notably, however, the newly hired teachers in both BIA/tribal schools and public schools with high Indian student enrollment were more likely to be certified in their teaching area than their colleagues in low Indian student enrollment public schools.

Approximately 80 percent of public school districts and BIA/tribal schools required that teacher candidates hold full standard certification in their primary teaching field. However, public districts were more likely than BIA/tribal schools to consider applicants with emergency or temporary state certificates or endorsements. Public school districts were also more likely to require that job applicants graduate from approved teacher education programs.

Salaries and Benefits. Beginning teacher salaries were higher in BIA/tribal schools and high Indian enrollment school districts than in low Indian enrollment districts. In contrast, experienced teachers in low Indian enrollment districts were better paid than their colleagues in BIA/tribal schools and high Indian enrollment districts.

School Problems. More than half of the teachers in BIA/tribal schools reported that parental alcoholism and drug abuse, lack of parental involvement, and poverty were serious problems in their schools. At least 40 percent of the teachers in high Indian student enrollment schools saw these issues as serious problems. Fewer teachers in schools with low Indian student enrollment identified these same problems as serious in their schools, and approximately one-quarter felt that lack of parental involvement and student absenteeism were serious problems.

Teacher Supply and Demand

An important indicator of the supply and demand for teachers is whether schools and districts are able to fill teaching positions created through retirement, transfers, and other personnel actions. The majority of teaching vacancies in BIA/tribal schools and public school districts were in general education, special education, physical sciences, and English. Approved teaching positions at

BIA/tribal schools were more likely than teaching positions in high and low Indian student enrollment public schools to go vacant or be filled by a substitute teacher because capable candidates could not be found. The teaching positions that were the most difficult or impossible to fill for BIA/tribal schools were in the fields of foreign language, special education, biology or life sciences, bilingual education and ESL, and mathematics.

BIA/tribal schools were more likely than public schools with low Indian student enrollment to (1) cancel classes, (2) hire less-qualified teachers, (3) use teachers from other subjects or grade levels to fill the vacant classes, and (4) employ long- or short-term substitutes. BIA/tribal schools were more likely than high and low Indian student enrollment schools to provide free retraining to staff members to prepare them for teaching careers in fields with current or anticipated teacher shortages and to use pay incentives to recruit teachers in fields with current or anticipated teacher shortages. Overall, 13 percent of the public school districts and BIA/tribal schools laid off part of their teaching staffs at the end of the 1992-93 school year, public school districts with high Indian student enrollment being the most likely to lay off teachers.

Trends in Indian Education

Although the 3-year period between the 1990-91 and 1993-94 SASS administrations was relatively short, we can still glimpse changes in the condition of Indian education in the United States.

Enrollment. Throughout this period, BIA/tribal and high Indian student enrollment public schools consistently represented 2 percent of the total public schools in the United States. Approximately 47 percent of American Indian and Alaska Native students were enrolled in approximately 1,400 schools

where they constituted a significant percentage (i.e., more than 25 percent) of the student population. The majority of American Indian and Alaska Native students (53 percent) attended low Indian enrollment public schools in both school years. Notably, these Indian students represented a small fraction of the total student population in these 79,000 schools.

Availability of Educational Programs. In general, there were few changes in the types of compensatory education programs that schools made available to their students. The percentage of BIA/tribal schools that offered gifted and talented programming increased by 15 percent. Public schools with high Indian student enrollment were more likely to offer ESL and remedial math instruction in 1993-94 than they were in 1990-91.

Educational Outcomes. Graduation rates for BIA/tribal and high Indian student enrollment public schools remained steady between the 1990-91 and 1993-94 school years. However, the number of BIA/tribal school seniors who applied to college increased by 14 percent. Additionally, BIA/tribal schools increased graduation requirements in mathematics. BIA/tribal schools and public schools, however, made no progress on reducing student and teacher absenteeism rates.

Characteristics of Principals. The characteristics of principals also changed little during the 3-year period:

- Building basic literacy skills remained one of the top three educational goals selected by principals. However, principals were less likely to select the goal during the 1993-94 school year.
- Principals in BIA/tribal schools and low Indian enrollment school were more likely to select encouraging academic excellence and promoting multicultural awareness or

understanding as important goals during the 1993-94 school year.

- Poverty remained a serious problem in the view of most principals.
- The percentage of school leaders in BIA/tribal schools who reported that parental alcoholism and drug abuse, student absenteeism, student tardiness, and students dropping out were serious problems in their schools decreased.

Teacher Characteristics. The characteristics of teachers in BIA/tribal schools and public schools remained relatively unchanged between the 1990-91 and 1993-94 school year. As was the case in 1990-91, approximately 1 percent of the teachers overall were American Indian and Alaska Native in 1993-94. Additionally, no changes were apparent in the years of teaching experience or in the percentages of teachers who were master or mentor instructors, were certified in the area of their teaching assignment, or held college majors or minors in their teaching assignment. Teacher salaries, however, did increase over the 3-year period in BIA/tribal schools for some education/experience levels.

Parental alcoholism and substance abuse, poverty, and lack of parental involvement were the school problems most frequently identified as serious by teachers during the 1990-91 school years; the teachers in 1993-94 continued to identify these same problems. Teachers in public schools in 1993-94 were more likely than their counterparts in 1990-91 to identify student disrespect for teachers as a serious problem.

Teacher Supply and Demand. In 1993-94, BIA/tribal schools were consistently less likely to report teaching position vacancies than in 1990-91, including the fields of special education, English, mathematics, and foreign language. Low Indian enrollment public

schools were the only type of school that reported a significant increase in vacancies for a teaching field, physical sciences. Some, but not all schools, continued to experience difficulty filling many of their teaching positions in 1993-94. While smaller percentages of BIA/tribal schools reported problems filling

teaching vacancies in special education (down 16 percent), larger percentages of the schools reported that English and mathematics were very difficult or impossible to fill. In contrast, these schools were less likely to report that they had difficulty filling positions in special education or bilingual education.

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APPENDIX A • TECHNICAL NOTES

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The Schools and Staffing Survey (SASS), an integrated survey of American schools, school districts, principals, teachers, and student records, is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. First conducted during the 1987-88 school year, SASS is designed to provide periodic, timely data on public and private schools in the United States. Since the 1990-91 school year, SASS has also included schools funded by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior, and public schools with a high concentration of American Indian and Alaska Native students. Major categories of data collected in SASS include the characteristics of schools and principals, school programs and policies, and the opinions and attitudes of principals and teachers about policies and working conditions.

The analytical power of the data is enhanced by the ability to link survey data for individual local education agencies (LEAs), schools, principals, teachers, and, since the 1993-94 school year, student-level records. The use of comparable questions in each round of SASS makes it possible to monitor changes in the nation's educational system. The first SASS was administered during the 1987-88 school year, with a teacher followup survey conducted during 1988-89. The two subsequent SASS administrations were at 3-year intervals (1990-91 and 1993-94). The next SASS round (1998-99) and subsequent administrations are planned for 5-year intervals.

The 1993-94 SASS consisted of separate surveys administered simultaneously to linked

samples of respondents.¹ These instruments included:

- *Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs)*, which collected information about student enrollment, number of teachers, position vacancies, new hires, teachers' salaries and incentives, and hiring and retirement policies from public local education agencies;
- *Public, Private and Indian School Principal Questionnaires*, which collected information on principals' demographic characteristics, education, experiences, compensation, and perceptions of school problems;
- *Public, Private and Indian School Questionnaires*, which collected information on school programs and policies, enrollment by grade, student demographic characteristics, staffing patterns, and graduation and college application rates;²

¹Since 1987, NCES has published several documents that contain these instruments (see, e.g., NCES, 1994). Also, copies of the questionnaires may be obtained through NCES' site on the World Wide Web (<http://www.ed.gov/NCES/ncespub1.html>) or by writing to NCES' Survey and Cooperative Systems Group at the address given at the end of Chapter 1.

²Since private and Indian schools do not typically operate under a district-like administrative structure, these instruments also contained several items on personnel policies and administrative practices that were included in the *Teacher Demand and Shortage Questionnaire for Public School Districts*.

- *Public, Private, and Indian School Teacher Questionnaires*, which collected information on teachers' education and training, teaching assignments, experience, certification, perceptions and attitudes about teaching, and workplace conditions;
- *Student Records Questionnaire*, which collected student records data from a subsample of students from surveyed schools on demographic information, current enrollment status, educational activities, support services received, and student performance measures (e.g., GPA); and
- *Teacher Followup Survey*, which surveyed a sample of teachers 1 year after the SASS administration, oversampling those who have left the profession, and collected data on activities and plans, attitudes about teaching, and job satisfaction.

The analyses for this report on American Indian and Alaska Native education employ eight SASS instruments: the *Public School*, *Indian School*, *Public School Principal*, *Indian School Principal*, *Public School Teacher*, *Indian School Teacher*, and *Student Records Questionnaires*, and the *Teacher Demand and Shortage Questionnaire for Public School Districts*. Since relatively few American Indian and Alaska Native students (less than 30,000³) are enrolled in private schools, this report excludes data from private schools, principals, and teachers. Teacher followup data were also excluded from analyses.

SAMPLE SELECTION

The initial sampling units for both the 1990-91 and 1993-94 SASS were schools (Abramson

et al., 1996). After schools were selected, each public and BIA/tribal school in the sample was sent a letter requesting that school personnel provide a list of all teachers in the school. The returned lists, supplemented by telephone follow-up, served as the sampling frame for the teacher survey. Approximately 95 percent of public schools and all BIA/tribal schools provided teacher lists.

The sample for the 1993-94 SASS included 9,333 public schools and principals, 56,736 public school teachers, and 5,464 public local education agencies. A census of BIA and tribal schools were selected for the study (176 schools), and selected with certainty. The student records sample consisted of 1,370 students, including 176 students from BIA/tribal schools. To improve the precision of SASS change estimates from 1990-91 to 1993-94, 30 percent of the public school sample was also in the 1990-91 SASS sample.⁴

Selection of Schools

The public school sample of 9,333 schools was selected primarily from the 1991-92 school year Common Core of Data (CCD) file. The CCD is based on a census of state educational agencies collected annually by NCES and is believed to be the most complete list of public school districts and schools available. The frame includes regular public schools, elementary and secondary schools operated on military bases by the Department of Defense, prison schools, and nonregular schools such as special education, vocational, and alternative schools. BIA and tribal schools are not typically included in the CCD. Therefore, these schools were identified from a separate list of 176 institutions contained in the 1992-93 Education Directory of the BIA

³Henke, Choy, Geis, & Broughman (1996).

⁴The sample selection overlap is discussed in Chapter 4 and Appendix 2 of Abramson et al. (1996).

Office of Indian Education Programs. After NCES removed schools that were out-of-scope (e.g., peripheral dormitories that did not offer instruction, kindergarten-only schools), 170 BIA/tribal schools were eligible for sampling in the SASS.

The combined list of schools in the sampling frame was stratified first into one of four types: (A) BIA and tribal schools; (B) public schools with 19.5 percent or more American Indian and Alaska Native students;⁵ (C) schools in Delaware, Nevada, and West Virginia, where a special sampling strategy ensured that at least one school from each LEA in the state was included to minimize the district standard error estimates; and (D) all other schools. The second level of stratification was by state. Native American schools (Type B) were stratified by Arizona, California, Montana, New Mexico, North Dakota, Oklahoma, Washington, and all other states, except Alaska.⁶ Type C schools were stratified by state and then by LEA; Type D schools were stratified by state and the District of Columbia. Within the second stratification level, each group was then stratified by grade level (elementary, secondary, or combined).

Before sampling, non-BIA/tribal schools were sorted within each stratum by state, district urbanicity, district zip code, CCD LEA ID number (a unique number assigned to each school district by NCES), highest grade in school, school minority enrollment (summed percentage of minority students partitioned into four categories), school enrollment, and CCD School ID. Schools were then systematically selected with probability proportional to the square root of the number of teachers

within a school as reported on the 1991-92 CCD file. BIA/tribal schools were not sorted, and all were selected for the 1993-94 SASS. The school principal sample includes the principals of selected schools.

Selection of Local Education Agencies

All local education agencies that had at least one school selected for the school sample were included in the LEA sample for the *Teacher Demand and Supply Questionnaires*. Since some LEAs do not have schools but hire teachers who teach in schools in other LEAs, a sample of 109 LEAs without eligible schools was selected to ensure representation of these teachers. Five of these 135 LEAs were in scope and reported hiring teachers. The total LEA sample was 5,464. Each BIA and Department of Defense school was defined to be an LEA.

Selection of Teachers

A total of 56,736 teachers were selected from the sampled public schools; 696 teachers were selected from the sampled BIA/tribal schools. Each sample school provided a list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified into one of five teacher types in the following hierarchical order: (1) Asian or Pacific Islander teachers; (2) American Indian or Alaska Native teachers; (3) teachers of bilingual education and English as a second language; (4) new teachers (those with less than 3 years of teaching experience); and (5) experienced teachers (those with 3 or more years of teaching experience).

Within each teacher stratum, teachers were then sorted by school level, school order of selection, and school control number. Within each school and teacher stratum, teachers were selected systematically with equal probability.

⁵The selection point for these Native American public schools was 25 percent in the 1990-91 SASS.

⁶Most Alaskan schools have high enrollment of American Indian and Alaska Native students.

Selection of Students

The selection of students for the 1993-94 SASS involved several steps. First, a subsample of public schools chosen for the school survey was selected along with all BIA/tribal schools, which were selected with certainty. Next, approximately three teachers were subsampled from among the teachers selected for the teacher survey from each of the subsampled schools. Finally, approximately two sample students were selected from each of the sampled teachers. This strategy produced student samples of 5,095 public school students and 602 BIA/tribal school students.

Subsampled teachers were classified as either self-contained or departmental instructors. For self-contained teachers, who teach the same group of students most of the day, a class roster was used to select two students per teacher. For departmental teachers, who teach multiple class periods, a set of five sample class periods for each school was selected from all possible class periods each week. Of these class periods, one sample class period was selected, at random, for the teacher. A sample of students was then selected from the class roster for this period.

DATA COLLECTION PROCEDURES

The data were collected for NCES by the U.S. Bureau of the Census. In October 1993, questionnaires were mailed to school districts and principals. Questionnaires for schools and teachers were mailed in December 1993. After the initial mailings, second questionnaires were sent to each nonrespondent. A telephone follow-up of nonresponding district and school representatives, principals, and teachers was conducted between January and June 1994.

WEIGHTING

Weights of the sample units were developed to produce national and state estimates for teachers, principals, schools, and local education agencies.⁷ The basic weights were the inverse of the probability of selection. The weights were also adjusted for nonresponse and to ensure that sample totals (based on responding, nonresponding, and out-of-scope cases) were comparable to the frame totals. The sampling weights for teachers were then equated to the school estimates of the number of teachers.

STANDARD ERRORS

The estimates presented in the text and tables of this report are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporated the design features of this complex sample survey (see, e.g., Wolter, 1985). The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard error units below to 1.96 standard error units above a particular statistic would include the true population value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic errors. Standard errors for the estimates presented in the text and tables of this report are included in Appendix B.

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of sampling and nonsampling

⁷For a detailed description of the weighting process, see Chapter 9 of Abramson et al. (1996).

errors. Both types of error affect the estimates presented in this report.⁸

Nonsampling Error

Both universe and sample surveys are subject to nonsampling errors. Two types of nonsampling errors occur—nonobservation error and measurement error—and both are extremely difficult to estimate.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, teachers or administrators) refuse to answer some or all of the survey questions. These types of error are referred to as questionnaire nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Sample weight adjustment techniques were used to compensate for questionnaire nonresponse; imputation procedures were used to compensate for item nonresponse in SASS.⁹

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the "true" responses (response errors), and when measurement instruments fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty respondent memory, and mistakes respondents make when recording their answers. Because estimating the magnitude of

these various types of nonsampling errors would require special experiments or access to independent data, information on the scope of these errors is seldom available.

Sampling Error

Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on sample responses will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. All estimates and standard errors were calculated using the balanced repeated replications variance estimation program, WESVAR, developed to calculate standard errors based upon complex survey designs.

RESPONSE RATES AND IMPUTATION

The final weighted questionnaire response rates are reported in Table A.1. Table A.2 provides the item-response rates for SASS instruments. Values were imputed for items with missing data by (1) using data from other items on the questionnaire or a related component of the SASS (e.g., a school record to impute district data); (2) extracting data from the sample frame, such as the CCD; or (3) extracting data from a respondent with similar characteristics.¹⁰

⁸ A summary of the data quality for SASS is presented by Jabine (1994).

⁹ A discussion of nonresponse adjustment procedures is presented in Chapter 9 of Abramson et al. (1996).

¹⁰ For a description of the imputation procedures, see Chapter 10 of Abramson et al. (1996).

Table A1— Weighted and unweighted percent responses rates by SASS instrument: 1990-91 and 1993-94

Questionnaire	Unweighted		Weighted	
	1990-91	1993-94	1990-91	1993-94
Teacher Demand and Shortage	93.7	93.1	93.5	93.9
Public School Principal	96.9	96.6	96.7	96.6
Indian School Principal	(1)	98.7	(1)	98.7
Public School	95.0	92.0	95.3	92.3
Indian School	98.0	99.3	97.7	99.3
Public School Teacher ²	91.5	88.9	91.3	88.2
Indian School Teacher	(1)	87.1	(1)	86.6
Public School Student Record ³	(4)	90.2	(4)	91.2
Indian School Student Record ⁵	(4)	93.7	(4)	92.7

¹Indian school principals and teachers completed public school instruments in 1990-91.

²These rates do not include the 5 percent of public schools that did not provide teacher lists. The effective response rate for teachers, including those that could not be sampled from nonresponding schools, is slightly lower.

³These rates do not include the 12 percent of public schools that did not participate in student sampling.

⁴The Student Records Questionnaire was added to the 1993-94 SASS.

⁵These rates do not include the 6 percent of Indian schools that did not participate in student sampling.

Table A2—Unweighted item-response rates for SASS questionnaires, by year

Questionnaire	Range of item-response rates		Percent of items with response rate ≥ 90 percent		Percent of items with a response rate < 75 percent	
	1990-91	1993-94	1990-91	1993-94	1990-91	1993-94
Teacher Demand and Shortage	85-100%	67-100%	90%	91%	0%	1%
Public School Principal	90-100	65-100	100	92	0	4
Indian School Principal	(1)	72-100	(1)	91	(1)	1
Public School	56-100	83-100	77	83	1	0
Indian School	60-100	70-100	87	84	4	1
Public School Teacher	76-100	71-100	84	91	0	0
Indian School Teacher	(1)	79-100	(1)	88	(1)	0
Public School Student	(2)	90-100	(2)	97	(2)	0
Indian School Student	(2)	79-100	(2)	88	(2)	0

¹Indian school principals and teachers completed public school instruments in 1990-91.

²The Student Records Questionnaire was added to the 1993-94 SASS.

STATISTICAL PROCEDURES

The comparisons in the text were tested for statistical significance to ensure that the differences are larger than might be expected from sampling variation. These statistical tests were based on Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means or percentages, and comparing this value to published tables of values at certain critical levels, called alpha levels. The alpha level is an *a priori* statement of the probability of inferring that a difference exists when, in fact, it does not (i.e., the observed difference results from sample variation rather than a "true" difference between two means).

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. However, this is not always the case, because the size of the *t* statistic depends not only on the observed differences in means or the percentages being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of 0.05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni

procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible contrasts (or nonredundant pairwise comparisons), where *K* is the number of categories. For example, because our Indian school type variable has three categories (BIA/tribal schools, public schools with 25 percent or more Indian student enrollment, and public schools with less than 25 percent Indian student enrollment), $K=3$; and there are $3*(3-1)/2$ or three possible comparisons among the school types. The Bonferroni procedure divides the alpha level for a single *t* test by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the *t* statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages of students in different age groups), a covariance term was added to the denominator of the *t*-test formula. Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added to the denominator of the *t*-test formula.

The standard errors were calculated using the WESVAR program, a user-written procedure for the Statistical Analysis System (SAS)

(Flyer & Mohadjer, 1988). This analytic software uses a balanced repeated replication method to calculate standard errors based upon complex survey designs.

DECISION RULES FOR SUPPRESSION OF ESTIMATES

Estimates based on very small sample sizes are highly sensitive to sampling and measurement error and tend to have large standard errors. Since many of the crosstabular presentations in this report include cells based on small numbers of respondents, we have suppressed estimates based on very small sample sizes, and footnote each cell with the note, "Too few cases for a reliable estimate." The suppression procedures, written to take advantage of the relatively large sampling fraction for the BIA/tribal school sample, apply different decision rules to counts and percentages. Thus, percentages are occasionally reported in the text and tables when the estimated counts upon which the percentages are based are suppressed. The decision rules for estimate suppression are presented in table A.3.

VARIABLE DEFINITIONS

Public School District

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but hired teachers for other districts were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind.

School district structure for BIA and tribal school is less clearly defined. Some schools,

especially in states with relatively large numbers of Indian schools, operate under a multiple school administrative structure comparable to local education agencies. Many schools, however, are more like single-school administrative units and operate without district administrative structures. Since both types of schools establish their own procedures, curricula, and personnel policies, BIA and tribal schools were considered to be school districts for these analyses. Although these Indian "districts" did not complete the district-level instrument for SASS (i.e., the Teacher Demand and Shortage Questionnaire), administrators at the BIA and tribal schools did complete comparable items as part of the Indian School Questionnaire. For this report, these districts were partitioned into three district types according to administrative structure and the percentage of American Indian and Alaska Native students enrolled in the district (i.e., districts with 25 percent or more Indian student enrollment, districts with less than 25 percent Indian student enrollment, and BIA/tribal schools).

Schools

Schools were defined as institutions that provide educational services for at least one of grades 1-12 (or comparable ungraded), have one or more teachers to give instruction, are located in one or more buildings, receive public funds as primary support, have an assigned administrator, and are operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included; schools that taught only prekindergarten, kindergarten, or adult education were not included. For the purpose of this report on American Indian and Alaska Native education, the schools were partitioned into three Indian school types according to the school administrative structure and student population.

Table A3—Decision rules for estimate suppression

For all totals and percentages from the Census of BIA and Tribal Schools

1. If $n_{\text{num}} \leq 2$, then suppress;
2. If $n_{\text{num}} > 2$, then report.

For Total Columns from the Public School Sample (e.g., Total Schools, Total Principals):

1. If $n < 10$, then suppress all totals and counts;
2. If $10 \leq n < 30$, then do
 - A. If $n/\text{NU} \geq .75$, then report all totals and counts;
 - B. If C.V. of the N $< 20\%$, then report all totals and counts;
 - C. If $n/\text{NU} < .75$ and C.V. of the estimate $\geq 20\%$, then suppress all totals and counts;
3. If $n \geq 30$, then report all totals and counts.

For Percentages and Proportions from the Public School Sample:

1. If $n_{\text{den}} \geq 30$, then do
 - A. If $n_{\text{num}} \leq 2$, then suppress percentage;
 - B. If $n_{\text{num}} > 2$, then report percentage;
2. If $10 < n_{\text{den}} < 30$, then do
 - A. If $n_{\text{num}} \leq 2$, then suppress percentage;
 - B. If $n_{\text{num}} > 2$, then do
 1. If $n_{\text{den}}/\text{NU}_{\text{den}} \geq .75$, then report percentage;
 2. If C.V. of denominator $< 20\%$, then report percentage;
 3. If $n_{\text{den}}/\text{NU}_{\text{den}} < .75$ and C.V. of the denominator $\geq 20\%$, then suppress;
3. If $n_{\text{den}} < 10$, then suppress;

Where n = unweighted sample size for cell,

N = weighted number,

NU = universe total for that cell (or the weighted count if not available), and

C.V. = coefficient of variation for the estimate (i.e., the ratio of the standard error to the value of the statistic).

Bureau of Indian Affairs and tribal contract schools. BIA/tribal schools were defined as a publicly funded school outside of the local public school system that is administered by the Bureau of Indian Affairs or operated by Indian tribes or tribal organizations under contract or grant with BIA.

Public schools with 25 percent or more Indian student enrollment, Public schools with less than 25 percent Indian student enrollment. These schools were defined to include all public schools, with group identification determined by percentage enrollment of American Indian and Alaska Native students in the school, as reported on Item 9 of the Public School Questionnaire.

Teachers

For the purposes of SASS, a teacher was any full- or part-time instructor whose primary assignment was to teach in any of grades K-12. Part-time teachers were those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school. The following individuals were not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, psychologists), administrators, teacher's aides, and other professional and support staff.

Community Type

Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson (1989). The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a

Census code defining urban and rural areas. For this report the locale codes were aggregated into three community types.

Urban area. A large central city (the central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 persons per square mile) or a mid-size city (a central city of an SMSA, but not designated as a large central city).

Suburban area. A suburban area is defined to include the urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city defined as urban by the U.S. Census Bureau) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Census Bureau).

Rural-small town. This category was defined to include both rural areas (population of less than 2,500 and defined as rural by the U.S. Census Bureau) and small towns (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500).

School Level

Elementary. A school that had grade 6 or lower, or "ungraded" and had no grade higher than the 8th.

Secondary. A school that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Combined. A school that had grades higher than the 8th and lower than the 7th. Schools in which students are ungraded (i.e., nonclassified by standard grade levels) are also classified as combined.

School Size

Less than 100, 100-499, 500 and more. Size categories were based on the number of students (by head count) who were enrolled in grades K-12 in the school on or about October 1, 1993 (as reported in Items 8 on the Public School Questionnaire and 7 on the Indian School Questionnaire).

Race-ethnicity

Responses to two questions on the Public and Indian School Principal and Teacher Questionnaires determined race-ethnicity. The first question asked respondents for their race: American Indian or Alaska Native, Asian or Pacific Islander, Black, and White. Respondents were then asked, "Are you of Hispanic Origin." For this report, White and Black respondents were partitioned into three racial-ethnic groups on the basis of Hispanic origin. These three groups included Black, non-Hispanic respondents; White, non-Hispanic respondents; and Hispanic respondents (whether Black or White). American Indian/Alaska Native and Asian/Pacific Islanders were classified as such regardless of their Hispanic origin.

Region

Six regions were employed in the report, and are based on the definitions used for the Title V Indian Technical Assistance Centers of the Office of Indian Education, U.S. Department of Education.

- *East (Region I).* Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee,

Vermont, Virginia, West Virginia, and the District of Columbia.

- *Northern plains (Region II).* Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin.
- *Northwest (Region III).* Colorado, Idaho, Montana, Oregon, Utah, Washington, and Wyoming.
- *Southwest (Region IV).* Arizona, California, Hawaii, New Mexico, and Nevada.
- *South central (Region V).* Oklahoma and Texas.
- *Alaska (Region VI).* Alaska.

Noninstructional Staff

Noninstructional staff are defined to include school personnel not directly involved in teaching activities or administration. The category contains all full- and part-time staff, including counselors, librarians, media aides, and other staff (e.g., maintenance, food service, and clerical positions). Administrators, classroom aides, and unpaid volunteers are not included.

Average Salary

Average salary for principals and teachers is defined as the weighted mean annual salary for the positions, before taxes and deductions, as reported by the survey respondents. Respondent-reported salaries, whether for 12 months, 10 months, or other periods, were considered annual salaries in our calculations. Principals and teachers without salaries were excluded. Salary trends between the 1990-91 and 1993-94 school years were measured in constant 1993-94 dollars, with 1990-91 estimates adjusted upwards to account for inflation during the period. These analyses

reflect an 8.8 percent inflation rate between 1991 and 1994 as measured by the Bureau of Labor Statistics' Consumer Price Index (CPI).¹¹ The All Items CPI, a measure of the average change in prices over time for a fixed assortment of consumer goods and services, is the broadest, most comprehensive index of price change over time and is typically cited as the "inflation rate."

Student Dropouts

Many ways exist to define and calculate student dropout rates.¹² For example, educators can report (a) *event rates* which measure the proportion of students who drop out in a single year, (b) *status rates* which measure the proportion of a population that has not

completed high school and is not enrolled at a particular time point, or (c) *cohort rates* that measure the proportion of dropouts in a particular group over a specified time period. The *SASS Student Records Questionnaire* used a status rate approach, which asked, "Has this student ever dropped out of or withdrawn from this school?" The question did not consider students who had previously dropped out from schools (only those who remained on school roles). Furthermore, the question did not distinguish between permanent dropouts and drop-out/drop-in situations, which may be especially prevalent with some student populations. Consequently, the dropout rate presented in this report may not be comparable to dropout rates reported in other statistical reports.

¹¹For Additional information on inflation and the Consumer Price Index, see U.S. Bureau of the Census (1996).

¹²For national estimates of student dropout rates and a review of definitional and computational issues, see McMillen, Kaufman, Hausken, and Bradby (1993).

APPENDIX B • TABLES OF ESTIMATES

Table B1— Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
TOTAL	80,893	100.0	41,660,922	100.0	515
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	170	100.0	42,759	100.0	252
School level					
Elementary	119	70.4	25,011	58.5	209
Secondary	21	12.5	6,715	15.7	316
Combined	29	17.1	11,033	25.8	381
School size					
Less than 100	40	23.6	2,760	6.4	69
100 to 499	112	66.3	28,129	65.8	250
500 or more	17	10.2	11,870	27.8	689
Community type					
Urban	8	4.7	1,419	3.3	176
Suburban	5	2.9	1,096	2.6	219
Rural-small town	157	92.3	40,243	94.1	257
Region					
East	19	11.0	3,113	7.3	167
Northern plains	47	27.5	13,789	32.2	296
Northwest	11	6.5	1,660	3.9	150
Southwest	91	53.8	23,466	54.9	257
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,244	100.0	326,472	100.0	262
School level					
Elementary	701	56.3	222,091	68.0	317
Secondary	360	28.9	85,855	26.3	238
Combined	183	14.7	18,525	5.7	101
School size					
Less than 100	310	24.9	16,008	4.9	52
100 to 499	773	62.2	199,385	61.1	258
500 or more	161	12.9	111,079	34.0	690
Community type					
Urban	44	3.5	13,736	4.2	314
Suburban	29	2.3	7,443	2.3	257
Rural-small town	1,171	94.2	305,293	93.5	261

See footnotes at end of table.

Table B1— Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
Region					
East	83	6.7	33,095	10.1	397
Northern plains	157	12.6	36,457	11.2	232
Northwest	147	11.8	39,941	12.2	271
Southwest	209	16.8	93,027	28.5	445
South central	399	32.1	95,022	29.1	238
Alaska	248	19.9	28,929	8.9	117
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	79,479	100.0	41,291,692	100.0	520
School level					
Elementary	57,298	72.1	26,660,618	64.6	465
Secondary	19,286	24.3	13,671,248	33.1	709
Combined	2,895	3.6	959,826	2.3	331
School size					
Less than 100	5,151	6.5	273,842	0.7	53
100 to 499	40,271	50.7	12,750,589	30.9	317
500 or more	34,058	42.9	28,267,261	68.4	830
Community type					
Urban	19,140	24.1	12,149,300	29.4	635
Suburban	21,883	27.5	13,552,219	32.8	619
Rural-small town	38,456	48.4	15,590,173	37.8	405
Region					
East	46,996	59.1	25,355,953	61.4	540
Northern plains	8,852	11.1	2,967,367	7.2	335
Northwest	6,719	8.4	2,918,638	7.1	434
Southwest	9,429	11.9	6,124,195	14.8	650
South central	7,254	9.1	3,827,339	9.3	528
Alaska	230	0.3	98,200	0.2	427

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Questionnaires).

Table B2— Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1993-94

Student characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
TOTAL	41,660,922	51.0	49.0	1.2	3.3	11.9	16.3	67.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	42,759	50.3	49.6	98.0	0.0	0.0	0.0	1.9
School level								
Elementary	25,011	50.8	49.1	97.7	0.0	0.0	0.0	2.2
Secondary	6,715	50.7	49.3	99.2	0.0	0.0	0.0	0.8
Combined	11,033	49.0	51.0	98.0	0.1	0.1	0.1	1.8
School size								
Less than 100	2,760	53.0	47.0	99.1	0.0	0.0	0.0	0.8
100 to 499	28,129	50.7	49.3	97.9	0.0	0.0	0.0	1.9
500 or more	11,870	48.9	51.1	98.0	0.0	0.0	0.0	2.0
Community type								
Urban	1,420	51.3	48.7	99.5	0.1	0.0	0.0	0.3
Suburban	1,096	46.5	53.5	97.9	0.0	0.0	0.0	0.4
Rural-small town	40,243	50.4	49.6	98.0	0.0	0.0	0.0	2.0
Region								
East	3,113	50.7	49.3	96.2	0.1	0.0	0.0	3.6
Northern plains	13,789	50.2	49.8	95.6	0.0	0.0	0.1	4.2
Northwest	1,660	50.9	49.1	98.1	0.1	0.2	0.0	1.6
Southwest	23,466	50.3	49.6	99.6	0.0	0.0	0.0	0.3
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	326,472	50.2	49.7	57.4	0.4	5.0	2.6	34.6
School level								
Elementary	222,091	50.0	50.0	56.4	0.5	4.7	3.1	35.3
Secondary	85,855	50.2	49.7	56.4	0.3	5.8	1.5	35.8
Combined	18,525	53.0	46.9	73.9	0.1	4.1	1.0	20.8
School size								
Less than 100	16,008	52.4	47.6	67.8	0.1	0.9	0.8	30.4
100 to 499	199,385	50.8	49.1	56.0	0.4	3.5	2.0	38.0
500 or more	111,079	48.8	51.1	58.3	0.4	8.2	4.0	29.1
Community type								
Urban	13,736	60.0	49.0	35.5	3.2	11.2	11.0	39.0
Suburban	7,443	40.0	60.0	42.7	0.2	5.1	5.3	46.7
Rural-small town	305,293	50.5	49.5	58.7	0.3	4.7	2.1	34.1

See footnotes at end of table.

Table B2— Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Student characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
Region								
East	33,095	50.5	49.4	45.4	0.1	0.3	13.7	40.4
Northern plains	36,457	50.4	49.5	59.1	0.2	0.7	0.4	39.6
Northwest	39,941	50.5	49.5	62.4	0.4	7.4	0.2	29.5
Southwest	93,027	48.5	51.4	71.0	0.3	12.1	0.6	16.0
South central	95,022	51.0	49.0	40.7	0.2	1.4	2.6	55.1
Alaska	28,929	52.2	47.8	73.0	2.3	1.3	2.4	21.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	41,291,692	51.0	49.0	0.6	3.4	12.0	16.4	67.6
School level								
Elementary	26,660,618	51.0	48.9	0.6	3.3	12.6	16.9	66.5
Secondary	13,671,248	50.9	49.1	0.7	3.6	11.0	15.2	69.5
Combined	959,826	51.8	48.1	0.7	1.6	7.7	19.5	70.4
School size								
Less than 100	273,842	54.7	45.3	1.1	0.9	6.1	9.6	82.2
100 to 499	12,750,589	51.7	48.3	0.7	1.9	8.1	14.4	74.9
500 or more	28,267,261	50.7	49.3	0.6	4.1	13.8	17.3	64.1
Community type								
Urban	12,149,300	51.1	48.9	0.6	4.5	21.0	27.8	46.0
Suburban	13,552,219	50.6	49.4	0.5	5.0	10.6	13.6	70.3
Rural-small town	15,590,173	51.3	48.7	0.8	1.0	6.2	9.9	82.1
Region								
East	25,355,953	51.0	49.0	0.2	2.0	5.4	22.1	70.2
Northern plains	2,967,367	51.1	48.9	1.2	2.0	2.6	6.3	87.8
Northwest	2,918,638	51.0	49.0	1.7	3.4	8.3	2.9	83.7
Southwest	6,124,195	50.8	49.2	1.1	10.5	33.7	6.8	47.8
South central	3,827,339	51.2	48.8	1.1	1.8	31.2	12.2	53.6
Alaska	98,200	51.0	49.0	9.4	4.0	2.6	4.7	79.2

— Too few cases for a reliable estimate.

* There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B3— Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total schools	ESL	Bilingual education	Remedial reading	Remedial math	Disabled student program	Gifted/talented	Chapter 1
TOTAL	80,893	42.7	17.9	80.9	61.0	89.2	70.7	61.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	170	43.3	67.9	89.3	83.3	95.2	75.3	95.8
School level								
Elementary	119	50.3	77.4	89.1	82.3	95.0	71.2	94.9
Secondary	21	14.1	33.8	90.6	85.0	95.3	71.7	100.0
Combined	29	35.8	53.7	89.5	85.9	96.4	96.4	96.5
School size								
Less than 100	40	32.5	67.5	84.9	79.9	87.5	62.3	90.0
100 to 499	112	49.2	67.6	90.2	82.8	98.2	78.3	97.3
500 or more	17	29.5	70.8	94.2	94.2	94.0	88.2	100.0
Community type								
Urban	8	25.4	50.2	87.1	87.1	100.0	87.6	100.0
Suburban	5	60.0	60.0	80.0	80.0	80.0	80.0	100.0
Rural-small town	156	43.6	69.0	89.7	83.2	95.5	74.8	95.5
Region								
East	19	42.9	78.3	83.5	66.3	94.6	76.6	94.4
Northern plains	47	19.8	47.9	89.3	87.1	95.7	84.8	91.4
Northwest	11	18.1	54.3	100.0	100.0	100.0	81.9	90.9
Southwest	91	58.3	79.1	89.0	82.4	94.5	69.3	98.9
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	1,244	29.8	38.1	86.5	73.6	91.0	73.6	78.4
School level								
Elementary	701	32.6	39.8	91.5	76.1	92.2	76.0	89.5
Secondary	360	24.4	24.2	75.6	71.1	90.9	69.7	61.2
Combined	183	29.5	58.6	88.9	69.3	86.7	72.1	69.4
School size								
Less than 100	310	21.1	39.6	77.6	68.2	82.4	56.0	57.7
100 to 499	773	26.7	36.4	90.5	77.2	93.3	77.3	85.1
500 or more	161	61.4	42.9	84.7	67.0	96.9	89.5	85.4

See footnotes at end of table.

Table B3— Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total schools	ESL	Bilingual education	Remedial reading	Remedial math	Disabled student program	Gifted/talented	Chapter 1
Community type								
Urban	44	35.3	32.6	57.1	57.1	100.0	56.8	66.7
Suburban	29	19.5	8.3	73.2	19.8	83.2	72.7	83.2
Rural-small town	1,171	29.8	39.0	87.9	75.6	90.9	74.3	78.7
Region								
East	83	9.1	1.3	87.6	79.2	72.2	79.0	83.8
Northern plains	157	7.1	9.9	88.8	86.1	88.2	55.3	71.8
Northwest	147	29.4	54.5	94.6	82.0	96.3	50.4	90.0
Southwest	209	73.1	58.3	85.3	64.5	88.5	75.6	82.6
South central	399	17.2	24.2	84.8	72.4	97.3	88.9	85.7
Alaska	248	35.1	63.7	83.5	68.5	88.1	70.8	58.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	79,479	42.9	17.5	80.8	60.7	89.1	70.7	61.3
School level								
Elementary	57,298	45.1	18.6	85.1	59.8	89.7	73.4	70.5
Secondary	19,286	38.6	14.6	69.6	63.2	87.8	66.2	35.1
Combined	2,895	27.2	14.5	70.2	62.9	86.7	45.7	53.8
School size								
Less than 100	5,151	13.6	7.5	64.9	51.2	69.7	33.1	46.9
100 to 499	40,271	34.0	13.6	84.1	60.9	89.2	69.6	70.4
500 or more	34,057	57.8	23.6	79.3	62.0	91.9	77.6	52.6
Community type								
Urban	19,140	54.1	29.1	78.1	56.6	89.0	66.7	58.0
Suburban	21,883	57.6	16.9	80.0	58.5	88.0	73.9	52.6
Rural-small town	38,456	28.9	12.0	82.6	64.1	89.8	70.8	67.9
Region								
East	46,995	35.3	11.0	82.1	61.5	90.8	69.4	64.2
Northern plains	8,852	20.8	5.7	80.8	60.4	88.1	71.9	61.8
Northwest	6,719	47.2	18.0	83.6	70.7	84.5	64.4	58.4
Southwest	9,429	82.3	50.9	75.5	53.7	82.6	69.1	51.7
South central	7,253	63.0	28.7	77.4	55.8	91.8	84.8	57.7
Alaska	230	62.6	57.0	68.2	61.1	89.7	81.8	29.9

—Too few cases for reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B4— School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total students (K-12)	Eligible for lunch program
TOTAL	41,660,922	32.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	42,759	84.6
School level		
Elementary	25,011	86.7
Secondary	6,715	76.5
Combined	11,033	84.8
School size		
Less than 100	2,760	87.7
100 to 499	28,129	85.7
500 or more	11,870	81.3
Community type		
Urban	1,420	63.5
Suburban	1,096	93.5
Rural-small town	40,243	85.1
Region		
East	3,113	76.1
Northern plains	13,789	83.1
Northwest	1,660	86.4
Southwest	23,466	86.4
South central	—	—
Alaska	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	326,472	55.8
School level		
Elementary	222,091	60.8
Secondary	85,855	42.9
Combined	18,525	55.0
School size		
Less than 100	16,008	65.4
100 to 499	199,385	56.1
500 or more	111,079	53.8
Community type		
Urban	13,735	57.8
Suburban	—	—
Rural-small town	305,293	55.4

See footnotes at end of table.

Table B4— School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total students (K-12)	Eligible for lunch program
Region		
East	33,095	55.2
Northern plains	36,457	63.2
Northwest	39,941	52.6
Southwest	93,027	59.7
South central	95,022	53.5
Alaska	28,929	45.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	41,291,692	32.4
School level		
Elementary	26,660,618	37.7
Secondary	13,671,248	21.8
Combined	959,826	37.9
School size		
Less than 100	273,842	34.8
100 to 499	12,750,589	36.1
500 or more	28,267,261	30.8
Community type		
Urban	12,149,300	43.8
Suburban	13,552,219	23.7
Rural-small town	15,590,173	31.2
Region		
East	25,355,953	32.3
Northern plains	2,967,367	24.8
Northwest	2,918,638	25.0
Southwest	6,124,195	37.0
South central	3,827,339	38.5
Alaska	98,200	13.4

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B5— Average years of instruction in selected core subject areas required for high school graduation, and percentage of schools with graduation requirements in selected academic areas, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Average years instruction required				Percentage of schools requiring	
		English/ Lang. arts	Mathematics	Social studies	Sciences	Computer science	Foreign languages
TOTAL	15,111	3.8	2.5	3.0	2.2	36.3	17.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL CONTRACT SCHOOLS							
Total	170	3.9	3.0	3.2	2.4	51.3	33.5
Region							
East	19	4.0	3.3	3.3	3.3	66.7	66.7
Northern plains	47	3.9	2.9	3.4	2.3	80.0	25.3
Northwest	11	3.5	2.7	3.0	2.5	24.8	75.2
Southwest	91	3.9	3.1	3.0	2.2	25.1	25.1
South central	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	437	4.0	2.5	2.8	2.2	37.9	17.6
Region							
East	36	4.0	2.5	2.7	2.0	53.8	21.7
Northern plains	57	4.0	2.6	3.1	2.4	70.1	17.2
Northwest	59	3.9	2.3	3.0	2.2	35.5	12.5
Southwest	48	4.0	2.7	2.9	1.9	39.4	31.6
South central	196	4.0	2.4	2.5	2.2	29.4	19.4
Alaska	41	4.0	2.7	3.1	2.4	14.0	0.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	14,504	3.8	2.5	3.0	2.2	36.2	17.4
Region							
East	7,781	3.8	2.5	2.9	2.2	32.1	17.4
Northern plains	2,529	3.8	2.2	3.1	2.1	39.6	5.8
Northwest	1,424	3.9	2.3	3.0	2.2	39.6	10.4
Southwest	1,340	3.8	2.4	3.2	2.1	31.6	48.2
South central	1,415	4.0	2.9	2.9	2.3	49.1	27.3
Alaska	15	4.0	2.4	3.0	2.1	29.0	7.4

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires)

Table B6— Of schools that served 12th graders, percentage that had job placement services and "Tech-Prep" programs, and graduation and college application rates of 1992-93 12th graders, by Indian school type, school size, community type, and region: 1993-94

School characteristics	Schools serving 12th graders	% Schools with		Average % of 12th graders who	
		Job placement	Tech-Prep	Graduated	Applied to college
TOTAL	17,882	26.3	56.1	94.4	58.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	45	25.1	41.2	85.9	47.1
School size					
Less than 100	3	0.0	0.0	78.3	31.0
100 to 499	31	30.0	50.2	85.2	46.8
500 or more	11	18.5	27.8	89.8	52.1
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	42	26.9	44.2	84.9	47.0
Region					
East	—	—	—	—	—
Northern plains	21	28.6	38.4	79.5	49.2
Northwest	4	0.0	0.0	90.4	34.0
Southwest	15	20.0	40.2	93.5	51.2
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	450	23.8	51.7	91.1	44.7
School size					
Less than 100	197	31.6	41.5	90.9	39.1
100 to 499	209	16.5	57.2	90.8	50.2
500 or more	44	24.0	71.4	93.0	42.4
Community type					
Urban	11	45.5	100.0	79.5	54.4
Suburban	—	—	—	—	—
Rural-small town	436	23.4	50.2	91.4	44.3

See footnotes at end of table.

Table B6— Of schools that served 12th graders, percentage that had job placement services and “Tech-Prep” programs, and graduation and college application rates of 1992-93 12th graders, by Indian school type, school size, community type, and region: 1993-94—Continued

School characteristics	Schools serving 12th graders	% Schools with		Average % of 12th graders who	
		Job placement	Tech-Prep	Graduated	Applied to college
Region					
East	19	10.8	41.9	98.3	56.0
Northern plains	50	41.9	68.3	73.4	54.4
Northwest	41	2.4	31.9	93.5	60.3
Southwest	64	22.6	52.1	85.2	45.7
South central	123	9.9	81.3	97.4	45.5
Alaska	152	37.1	28.5	92.6	34.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	17,387	26.4	56.3	91.4	58.3
School size					
Less than 100	1,745	29.2	38.6	74.6	51.2
100 to 499	6,984	20.3	50.2	92.6	56.8
500 or more	8,659	30.7	64.7	93.8	60.9
Community type					
Urban	2,938	41.0	53.1	84.9	57.4
Suburban	3,795	31.2	55.0	89.3	62.4
Rural-small town	10,654	20.6	57.6	93.9	57.2
Region					
East	10,093	31.3	60.6	92.3	57.0
Northern plains	2,318	14.2	46.0	95.9	68.9
Northwest	1,417	22.0	61.7	87.2	55.6
Southwest	1,821	29.7	44.6	81.8	59.5
South central	1,667	12.9	53.2	94.6	52.8
Alaska	70	28.3	43.0	82.8	54.8

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
TOTAL	79,768	1.5	63.7	34.8	11.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	164	7.5	67.3	25.2	9.4
School level					
Elementary	118	6.9	65.9	27.2	9.1
Secondary	18	11.1	72.3	16.6	10.7
Combined	28	7.4	70.2	22.3	10.1
School size					
Less than 100	39	15.5	59.3	25.2	8.8
100 to 499	110	5.6	70.3	24.1	9.4
500 or more	15	0.0	66.7	33.3	11.5
Community type					
Urban	8	24.7	62.9	12.4	7.8
Suburban	5	0.0	80.0	20.0	5.4
Rural-small town	151	6.8	67.1	26.1	9.6
Region					
East	18	5.9	56.5	37.5	11.1
Northern plains	45	11.6	65.0	23.4	9.8
Northwest	10	19.9	60.2	19.9	6.1
Southwest	89	4.5	73.0	22.5	9.3
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	77	6.7	72.1	21.1	8.1
Tribally enrolled	77	6.7	73.4	19.8	8.2
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	6	0.0	66.7	33.3	9.8
White non-Hispanic	76	9.3	65.5	25.2	10.9
Sex					
Male	102	7.9	65.4	26.7	8.8
Female	62	6.8	70.5	22.7	10.4
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,158	3.3	71.6	24.9	10.6
School level					
Elementary	654	2.0	70.9	26.7	11.0
Secondary	343	3.2	75.8	21.0	10.2
Combined	160	8.4	65.5	26.1	9.9

See footnotes at end of table.

Table B7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
School size					
Less than 100	285	10.6	67.7	21.6	9.5
100 to 499	721	0.7	74.3	24.6	11.1
500 or more	152	1.4	66.0	32.6	10.3
Community type					
Urban	38	0.0	62.5	37.5	8.4
Suburban	29	0.0	63.6	36.4	9.6
Rural-small town	1,091	3.4	72.1	24.2	10.7
Region					
East	72	1.5	49.6	48.9	10.7
Northern plains	137	9.0	71.3	19.7	10.7
Northwest	143	0.0	82.8	15.3	12.2
Southwest	196	0.0	74.2	25.8	10.2
South central	389	1.0	73.1	25.9	10.7
Alaska	221	9.1	66.9	24.0	9.5
Race-Ethnicity					
American Indian/Alaska Native	153	0.0	80.7	19.3	10.5
Tribally enrolled	128	0.0	89.2	10.8	10.3
Not enrolled	32	0.0	51.1	48.9	11.3
Asian/Pacific Islander	8	47.8	33.8	18.3	9.9
Black non-Hispanic	12	0.0	69.4	30.6	13.1
Hispanic	36	0.0	67.9	32.1	8.5
White non-Hispanic	950	3.6	70.6	25.5	10.7
Sex					
Male	810	2.8	72.0	24.9	9.9
Female	348	4.2	70.8	25.0	12.1
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	77,938	1.4	63.6	34.9	11.0
School level					
Elementary	53,015	1.5	64.1	34.4	11.2
Secondary	17,918	1.2	62.8	36.0	10.6
Combined	2,587	2.2	59.9	37.9	10.9
School size					
Less than 100	4,321	9.9	63.1	27.0	9.4
100 to 499	39,879	1.2	64.9	33.9	11.4
500 or more	33,739	0.5	61.5	38.0	10.9
Community type					
Urban	18,887	0.5	63.9	35.6	11.4
Suburban	21,523	1.1	62.2	36.8	11.2
Rural-small town	37,529	2.0	63.7	34.3	10.8

See footnotes at end of table.

Table B7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
Region					
East	46,162	0.5	60.2	39.3	11.3
Northern plains	8,527	3.2	61.0	35.8	10.0
Northwest	6,469	2.2	68.3	29.5	10.7
Southwest	9,360	4.1	67.9	27.9	11.4
South central	7,174	0.9	75.2	23.9	11.0
Alaska	246	6.1	70.1	23.8	8.1
Race-Ethnicity					
American Indian/Alaska Native	475	1.2	60.7	38.1	9.7
Tribally enrolled	230	0.0	71.3	28.7	9.2
Not enrolled	245	2.4	50.1	47.5	10.2
Asian/Pacific Islander	610	6.0	51.2	42.8	11.7
Black non-Hispanic	7,952	0.0	64.3	35.6	12.7
Hispanic	3,234	2.7	74.6	22.7	11.3
White non-Hispanic	65,672	1.5	62.8	35.8	10.8
Sex					
Male	50,970	1.1	65.0	33.9	10.0
Female	26,968	2.0	60.2	37.9	13.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
TOTAL	79,768	31.9	28.1	26.9	53.8	7.7	1.4	21.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	164	44.2	33.0	25.3	33.4	15.3	1.9	26.6
School level								
Elementary	118	45.9	31.3	20.5	31.7	15.2	2.6	28.2
Secondary	18	49.8	55.5	50.0	50.0	11.1	0.0	22.3
Combined	28	33.4	25.9	29.7	29.7	18.5	0.0	22.3
School size								
Less than 100	39	33.3	27.8	15.4	20.4	17.5	5.2	23.1
100 to 499	110	46.9	35.8	28.8	35.3	13.8	0.9	26.9
500 or more	15	53.0	26.5	26.5	52.8	19.9	0.0	33.1
Community type								
Urban	8	24.7	24.7	24.7	12.4	12.4	0.0	25.9
Suburban	5	20.0	40.0	40.0	40.0	0.0	0.0	40.0
Rural-small town	151	46.1	33.2	24.9	34.3	15.9	2.0	26.2
Region								
East	18	5.4	32.3	27.8	39.3	26.7	0.0	39.6
Northern plains	45	34.8	16.1	25.6	27.9	9.2	2.4	23.2
Northwest	10	40.2	40.2	30.3	30.3	10.0	0.0	19.9
Southwest	89	57.2	39.3	23.6	33.7	15.8	2.2	25.8
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity								
American Indian/Alaska Native	77	44.5	30.1	25.0	36.8	19.6	1.3	27.5
Tribally enrolled	77	43.2	30.1	25.0	36.8	19.6	1.3	27.5
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	6	83.3	66.7	33.3	33.3	0.0	0.0	16.7
White non-Hispanic	76	42.4	29.1	26.6	32.1	7.9	2.7	28.1

See footnotes at end of table.

Table B8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
Sex								
Male	102	41.4	29.5	35.7	36.6	12.9	2.0	28.7
Female	62	48.9	38.9	8.2	28.0	19.3	1.7	23.0
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	1,158	22.6	25.4	30.1	30.8	8.7	1.4	21.1
School level								
Elementary	654	21.5	22.7	25.9	33.3	7.7	1.4	22.4
Secondary	343	27.6	31.1	40.0	33.0	12.6	2.0	22.1
Combined	160	16.8	24.5	26.3	15.6	4.8	0.0	13.6
School size								
Less than 100	285	20.6	25.3	17.4	20.9	10.1	0.0	21.7
100 to 499	721	21.4	23.7	32.9	28.4	7.5	2.2	21.8
500 or more	152	32.1	33.9	40.7	60.3	12.0	0.0	16.6
Community type								
Urban	38	2.6	15.6	20.8	20.6	14.6	0.0	10.3
Suburban	29	26.5	20.9	17.8	37.2	19.6	0.0	0.0
Rural-small town	1,091	23.2	25.9	30.8	30.9	8.2	1.5	22.0
Region								
East	72	19.0	21.8	21.0	53.0	5.7	0.0	22.0
Northern plains	137	21.4	10.5	29.1	17.7	8.3	0.0	15.2
Northwest	143	19.5	28.0	26.6	42.6	12.2	3.1	20.6
Southwest	196	39.8	37.6	30.5	50.2	9.2	4.5	27.9
South central	389	20.2	30.0	36.7	24.0	11.1	0.7	22.6
Alaska	221	15.6	15.5	24.1	18.7	3.2	0.0	16.2

Table B8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
Race-Ethnicity								
American Indian/Alaska Native	153	22.1	35.6	22.4	44.6	14.4	2.9	22.0
Tribally enrolled	128	21.4	35.4	23.0	46.3	17.2	3.4	22.8
Not enrolled	32	19.6	32.6	19.6	32.0	0.0	0.0	13.7
Asian/Pacific Islander	8	0.0	18.3	0.0	18.3	0.0	0.0	33.8
Black non-Hispanic	12	16.8	35.1	0.0	51.6	16.5	21.7	0.0
Hispanic	36	32.0	19.1	29.4	41.5	0.0	0.0	36.8
White non-Hispanic	950	22.6	24.0	32.0	28.0	8.1	0.9	20.5
Sex								
Male	810	23.3	25.8	38.8	32.0	10.7	0.3	15.7
Female	348	21.1	24.6	9.8	27.9	4.0	3.8	33.6
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	77,938	32.0	28.1	26.9	54.3	7.6	1.4	21.5
School level								
Elementary	53,015	30.7	22.7	19.5	50.6	6.2	1.6	21.5
Secondary	17,918	35.8	43.9	47.4	65.7	11.5	0.9	20.7
Combined	2,587	32.9	30.8	36.6	50.0	10.4	0.6	26.7
School size								
Less than 100	4,321	33.2	32.3	29.6	31.7	10.0	4.4	22.0
100 to 499	39,879	27.6	23.6	25.7	42.8	6.7	0.8	21.0
500 or more	33,739	37.9	32.5	27.3	71.2	8.3	1.7	21.8
Community type								
Urban	18,887	39.7	28.4	15.7	68.2	9.7	2.1	26.2
Suburban	21,523	35.6	27.2	21.3	61.6	7.1	1.5	21.0
Rural-small town	37,529	26.8	28.1	35.2	43.6	6.8	1.0	19.1

Table B8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
Region								
East	46,162	31.4	26.6	25.2	55.2	6.5	1.1	21.1
Northern plains	8,527	24.3	25.8	34.4	28.5	7.9	0.8	18.2
Northwest	6,469	33.2	29.6	30.8	50.8	9.6	2.8	21.0
Southwest	9,360	45.6	36.5	24.8	73.5	9.4	1.2	29.4
South central	7,174	29.8	26.3	25.3	60.3	10.3	2.4	16.6
Alaska	246	31.5	36.8	22.5	41.9	7.2	5.1	24.9
Race-Ethnicity								
American Indian/Alaska Native	475	38.7	32.8	38.1	62.0	2.0	1.8	29.4
Tribally enrolled	230	45.2	36.0	30.9	52.9	1.3	0.0	14.6
Not enrolled	245	32.6	29.2	44.8	69.5	2.6	3.4	42.7
Asian/Pacific Islander	610	36.0	27.7	13.9	67.0	18.1	3.9	30.4
Black non-Hispanic	7,952	43.1	29.2	11.1	71.7	9.4	1.7	29.8
Hispanic	3,234	45.2	31.2	15.9	75.5	12.4	2.9	18.4
White non-Hispanic	65,672	30.3	27.6	29.0	51.2	7.1	1.2	20.4
Sex								
Male	50,970	27.7	30.3	37.7	54.2	7.5	0.7	18.8
Female	26,968	41.0	23.5	5.6	55.0	7.8	2.7	26.2

— Too few cases for a reliable estimate.

* There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Training program			
		Aspiring principal	Indian education administration	Evaluation/supervision	Administrative internship
TOTAL	79,768	38.7	4.6	86.6	41.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	164	37.7	66.1	76.0	34.5
School level					
Elementary	118	43.7	65.9	76.2	33.3
Secondary	18	22.3	66.6	66.8	38.7
Combined	28	22.2	66.6	81.5	37.2
School size					
Less than 100	39	31.0	64.1	69.4	17.9
100 to 499	110	39.8	66.7	75.1	37.0
500 or more	15	39.6	66.7	100.0	59.8
Community type					
Urban	8	24.7	87.6	75.3	0.0
Suburban	5	40.0	80.0	80.0	20.0
Rural-small town	151	38.3	64.5	76.0	36.9
Region					
East	18	45.1	56.3	73.0	27.8
Northern plains	45	32.6	62.8	74.6	28.0
Northwest	10	29.9	90.0	80.1	20.3
Southwest	89	40.4	67.4	76.4	40.4
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	77	36.9	64.5	71.2	32.9
Tribally enrolled	77	36.9	64.5	71.2	31.6
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	6	66.7	83.3	100.0	83.3
White non-Hispanic	76	38.6	69.2	82.6	33.3
Sex					
Male	102	34.6	72.2	81.2	32.6
Female	62	42.9	56.0	67.6	37.7
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,158	30.1	29.3	83.2	39.0
School level					
Elementary	654	30.0	27.7	84.8	38.0
Secondary	343	29.2	28.8	83.3	39.3
Combined	160	32.5	36.9	76.2	42.6

See footnotes at end of table.

Table B9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Training program			
		Aspiring principal	Indian education administration	Evaluation/supervision	Administrative internship
School size					
Less than 100	285	25.9	37.0	80.6	33.1
100 to 499	721	29.1	27.3	83.1	38.2
500 or more	152	42.8	24.1	88.3	53.7
Community type					
Urban	38	30.2	40.4	95.4	42.4
Suburban	29	24.8	9.6	90.4	22.1
Rural-small town	1,091	30.2	29.4	82.6	39.3
Region					
East	72	36.9	30.4	87.2	33.7
Northern plains	137	19.6	28.1	66.9	25.5
Northwest	143	32.6	37.0	73.9	52.6
Southwest	196	40.3	33.1	93.2	70.1
South central	389	28.1	21.3	87.2	18.3
Alaska	221	27.4	35.4	82.1	49.3
Race-Ethnicity					
American Indian/Alaska Native	153	50.1	53.1	87.3	48.3
Tribally enrolled	128	48.2	54.5	85.1	42.6
Not enrolled	32	45.7	53.5	80.3	59.9
Asian/Pacific Islander	8	47.8	100.0	47.8	47.8
Black non-Hispanic	12	60.0	16.8	78.3	31.2
Hispanic	36	39.3	38.8	80.3	41.3
White non-Hispanic	950	26.0	24.7	83.0	37.5
Sex					
Male	810	27.7	30.5	84.4	39.6
Female	348	35.8	26.4	80.2	37.7
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	77,938	38.9	4.1	86.7	41.5
School level					
Elementary	53,015	39.5	4.1	86.8	41.4
Secondary	17,918	36.7	4.1	86.6	40.8
Combined	2,587	40.3	4.3	86.3	47.3
School size					
Less than 100	4,321	31.3	6.7	78.9	36.6
100 to 499	39,879	35.1	4.1	85.1	40.6
500 or more	33,739	44.6	3.8	89.1	42.7
Community type					
Urban	18,887	51.8	4.7	89.2	43.3
Suburban	21,523	43.1	3.1	86.2	42.9
Rural-small town	37,529	30.3	4.4	85.3	39.4

Table B9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Training program			
		Aspiring principal	Indian education administration	Evaluation/ supervision	Administrative internship
Region					
East	46,162	36.2	3.4	85.5	39.1
Northern plains	8,527	25.1	7.4	82.5	33.5
Northwest	6,469	43.0	5.5	85.6	54.7
Southwest	9,360	61.5	4.2	91.8	42.1
South central	7,174	40.7	2.9	91.4	51.2
Alaska	246	45.4	22.9	82.8	57.7
Race-Ethnicity					
American Indian/Alaska Native	475	38.0	25.4	82.6	50.1
Tribally enrolled	230	33.0	29.9	90.4	46.6
Not enrolled	245	41.9	20.7	75.6	53.2
Asian/Pacific Islander	610	68.0	4.2	93.3	49.1
Black non-Hispanic	7,952	58.1	6.4	88.2	45.3
Hispanic	3,234	57.8	8.0	90.4	52.3
White non-Hispanic	65,672	35.6	3.5	86.1	40.1
Sex					
Male	50,970	35.7	4.4	86.8	38.9
Female	26,968	45.3	3.5	85.9	45.8

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B10— Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Black non-Hisp.	Hispanic	White non-Hisp.	
TOTAL	2,564,321	27.1	72.9	0.7	1.2	7.3	4.0	86.6	44.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	3,341	29.1	70.9	37.8	0.7	1.3	3.2	56.9	95.2
School level									
Elementary	1,849	23.6	76.4	44.5	—	2.4	2.9	49.7	98.4
Secondary	554	48.8	51.2	24.2	—	0.0	6.5	67.9	85.1
Combined	937	28.3	71.7	32.7	0.9	0.0	1.8	64.6	90.9
School size									
Less than 100	315	18.2	81.8	29.0	0.0	—	—	64.6	95.0
100 to 499	2,129	27.2	72.8	38.5	0.9	1.4	2.8	56.3	95.2
500 or more	897	37.3	62.7	39.2	—	0.0	4.8	55.6	95.1
Community type									
Urban	71	29.3	70.6	25.5	0.0	0.0	—	66.2	100.0
Suburban	106	33.9	66.1	30.5	0.0	0.0	—	58.7	86.0
Rural-small town	3,164	28.9	71.1	38.3	0.7	1.4	2.9	56.6	95.3
Region									
East	292	18.0	82.0	15.4	0.0	—	—	75.5	84.3
Northern plains	1,201	30.0	70.0	34.3	0.7	0.0	—	64.4	92.9
Northwest	180	30.2	69.8	20.3	0.0	0.0	0.0	79.7	72.8
Southwest	1,593	29.3	70.7	44.8	—	1.9	5.5	47.2	98.9
South central	74	49.7	50.2	76.1	—	0.0	0.0	—	87.9
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	22,891	30.3	69.7	15.4	0.3	1.7	3.1	79.4	84.1
School level									
Elementary	14,240	19.3	80.7	18.0	0.3	2.0	2.8	76.8	83.1
Secondary	6,756	52.3	47.7	9.4	—	1.6	4.3	84.4	87.5
Combined	1,895	35.0	65.0	17.1	0.9	—	—	81.2	85.7
School size									
Less than 100	2,128	39.3	60.7	11.7	—	0.0	1.2	86.8	90.4
100 to 499	14,180	28.4	71.6	15.4	0.3	1.2	2.1	80.9	83.5
500 or more	6,584	31.5	68.5	16.5	—	3.4	5.7	73.9	84.0
Community type									
Urban	919	15.3	84.7	1.2	0.0	—	—	89.6	100.0
Suburban	462	19.5	80.4	18.1	0.0	—	0.0	77.7	89.4
Rural-small town	21,509	31.2	68.8	15.9	0.4	1.6	3.1	79.0	84.0

Table B10— Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Black non-Hisp.	Hispanic	White non-Hisp.	
Region									
East	2,274	17.9	82.1	21.0	0.0	13.3	—	64.6	45.8
Northern plains	2,441	27.1	72.9	4.5	0.0	—	—	94.5	94.7
Northwest	2,878	34.7	65.2	14.4	1.2	0.0	2.6	81.8	79.9
Southwest	5,527	37.9	62.1	16.8	—	0.9	8.7	73.3	97.2
South central	7,469	25.6	74.4	17.1	0.0	0.5	0.8	81.5	88.0
Alaska	2,302	37.7	62.3	13.4	1.3	0.0	—	83.2	90.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	2,523,783	27.1	72.9	0.7	1.2	7.3	4.0	86.6	44.0
School level									
Elementary	1,568,636	15.9	84.1	0.7	1.3	7.8	4.4	85.6	44.7
Secondary	862,534	47.0	53.0	0.7	1.1	6.3	3.4	88.4	44.0
Combined	92,614	30.3	69.7	0.7	1.5	8.7	2.3	86.9	31.6
School size									
Less than 100	35,913	32.1	67.8	0.6	1.1	2.8	2.0	93.5	27.6
100 to 499	857,132	21.8	78.2	0.7	0.7	5.9	2.6	90.0	53.3
500 or more	1,630,737	29.7	70.3	0.8	1.5	8.2	4.8	84.7	40.0
Community type									
Urban	711,685	26.5	73.5	0.8	2.0	14.5	7.8	74.8	38.5
Suburban	794,059	26.1	73.8	0.7	1.6	5.1	3.3	89.3	40.4
Rural-small town	1,018,040	28.2	71.8	0.7	0.4	4.1	1.9	92.9	51.0
Region									
East	1,607,801	25.9	74.1	0.6	0.5	9.9	2.3	86.7	38.1
Northern plains	209,538	34.0	66.0	0.5	0.3	0.7	0.7	97.7	47.7
Northwest	159,224	32.9	67.0	0.7	1.3	0.6	2.8	94.5	58.3
Southwest	283,645	27.2	72.8	1.2	6.9	3.9	10.2	77.8	34.0
South central	257,901	24.7	75.3	1.2	0.5	4.7	11.3	82.2	63.8
Alaska	5,674	34.9	65.1	2.7	1.7	1.9	2.2	91.5	90.1

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table B11— Percentage of teachers who majored or minored, or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
TOTAL	2,564,321	70.1	96.4	(#)
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	3,341	63.5	93.1	2.0
School level				
Elementary	1,849	62.5	92.5	1.8
Secondary	554	67.6	91.1	0.6
Combined	937	63.2	95.4	3.3
School size				
Less than 100	315	60.3	87.3	0.0
100 to 499	2,129	62.7	93.6	2.2
500 or more	897	66.6	93.9	2.4
Community type				
Urban	71	57.5	85.0	0.0
Suburban	106	68.7	94.0	0.0
Rural-small town	3,164	63.5	93.2	2.1
Region				
East	292	49.9	81.1	0.0
Northern plains	1,201	68.8	95.6	3.6
Northwest	180	65.0	93.9	2.2
Southwest	1,593	62.2	93.0	1.3
South central	74	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	22,891	70.4	97.0	0.5
School level				
Elementary	14,240	70.8	97.6	0.6
Secondary	6,756	74.2	97.2	0.2
Combined	1,895	53.8	92.1	1.1
School size				
Less than 100	2,128	68.3	96.0	0.7
100 to 499	14,180	71.6	97.5	0.6
500 or more	6,584	68.5	96.3	0.3
Community type				
Urban	919	54.6	95.5	0.0
Suburban	—	—	—	—
Rural-small town	21,509	70.9	97.1	0.6

See footnotes at end of table.

Table B11— Percentage of teachers who majored or minored, or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
Region				
East	2,274	71.8	97.0	0.0
Northern plains	2,441	76.0	96.4	1.2
Northwest	2,878	67.3	98.0	1.2
Southwest	5,527	65.5	96.9	0.5
South central	7,469	75.2	98.6	0.1
Alaska	2,302	63.2	91.4	0.9
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,523,783	70.1	96.4	0.0
School level				
Elementary	1,568,636	67.8	96.1	0.0
Secondary	862,533	75.0	97.1	0.0
Combined	92,614	64.3	95.6	0.0
School size				
Less than 100	35,913	67.8	96.8	0.0
100 to 499	857,132	70.9	96.6	0.0
500 or more	1,630,737	69.8	96.3	0.0
Community type				
Urban	711,685	66.4	94.9	0.0
Suburban	794,059	71.0	96.8	0.0
Rural-small town	1,018,040	72.1	97.2	0.0
Region				
East	1,607,801	74.4	96.4	0.0
Northern plains	209,538	77.6	97.9	0.0
Northwest	159,224	69.9	96.6	0.1
Southwest	283,645	56.2	95.3	0.0
South central	257,901	65.7	96.3	0.0
Alaska	5,674	67.9	95.0	0.1

— Too few cases for a reliable estimate.

Estimate is less than 0.05.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table B12— Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	All teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	2,564,321	15.2	13.6	13.8	15.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	3,341	10.2	11.1	11.3	9.7
School level					
Elementary	1,849	10.5	11.8	11.8	9.3
Secondary	554	10.8	11.6	11.3	10.6
Combined	937	9.5	9.1	9.9	9.7
School size					
Less than 100	315	8.2	11.9	12.4	6.5
100 to 499	2,129	10.0	11.0	11.2	9.3
500 or more	897	11.5	11.0	11.4	11.8
Community type					
Urban	71	11.6	16.3	16.3	9.8
Suburban	106	7.5	11.3	12.6	5.6
Rural-small town	3,164	10.3	11.0	11.2	9.8
Region					
East	292	8.1	12.0	13.2	7.3
Northern plains	1,201	9.9	8.8	9.3	10.5
Northwest	180	9.2	11.5	12.5	8.6
Southwest	1,593	10.9	12.1	12.1	9.8
South central	74	12.6	13.9	13.5	—
Alaska	(*)	(*)	(*)	(*)	(*)
Sex					
Male	972	9.7	8.6	8.8	10.3
Female	2,369	10.5	11.8	12.1	9.4
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	22,891	12.6	11.4	11.2	12.8
School level					
Elementary	14,240	12.7	11.4	11.0	13.0
Secondary	6,756	12.8	13.2	13.0	12.8
Combined	1,895	11.2	8.7	8.6	11.7
School size					
Less than 100	2,128	12.5	11.3	11.4	12.7
100 to 499	14,180	12.4	11.7	11.6	12.5
500 or more	6,584	13.1	11.0	10.3	13.6
Community type					
Urban	919	10.2	3.2	3.2	10.2
Suburban	462	9.7	6.4	6.7	10.5
Rural-small town	21,509	12.8	11.6	11.3	13.0

See footnotes at end of table.

Table B12— Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	All teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region					
East	2,274	14.0	13.8	12.3	14.0
Northern plains	2,441	14.5	8.0	8.3	14.8
Northwest	2,878	12.0	10.0	10.2	12.3
Southwest	5,527	11.6	9.8	10.0	12.0
South central	7,469	12.9	13.2	13.0	12.8
Alaska	2,302	11.6	8.9	9.1	12.1
Sex					
Male	6,939	12.7	11.7	11.3	12.9
Female	15,952	12.6	11.4	11.1	12.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	2,523,783	15.3	14.2	15.2	15.3
School level					
Elementary	1,568,636	14.9	13.5	14.8	14.9
Secondary	862,534	16.1	15.5	15.5	16.1
Combined	92,614	13.9	14.1	18.2	13.9
School size					
Less than 100	35,913	13.2	16.4	12.8	13.2
100 to 499	857,132	15.2	15.9	16.7	15.2
500 or more	1,630,737	15.4	13.4	14.2	15.4
Community type					
Urban	711,685	15.2	11.8	14.2	15.3
Suburban	794,059	16.0	14.6	15.1	16.1
Rural-small town	1,018,040	14.7	15.8	15.7	14.7
Region					
East	1,607,801	15.6	16.4	18.6	15.6
Northern plains	209,538	16.1	18.2	19.3	16.1
Northwest	159,224	14.3	12.0	10.4	14.3
Southwest	283,645	15.2	11.5	16.5	15.3
South central	257,901	13.0	10.5	9.3	13.0
Alaska	5,674	14.4	8.5	8.3	14.6
Sex					
Male	682,958	17.2	15.8	16.8	17.2
Female	1,840,825	14.5	13.5	14.5	14.6

— Too few cases for a reliable estimate.

*There is no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Teacher Questionnaires).

Table B13— Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	College Student	Homemaker	Sub-teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
TOTAL	2,564,321	74.7	3.2	7.2	1.1	3.4	9.3	0.8	0.3
AMERICAN INDIAN AND ALASKA NATIVE TEACHERS									
Total	23,247	69.1	2.5	6.8	0.7	7.4	12.7	0.4	0.2
Tribal enrollment									
Enrolled	12,311	75.8	3.0	4.4	1.0	8.6	6.0	0.5	0.3
Not enrolled	10,936	61.5	1.8	9.6	0.3	6.0	20.2	—	—
School level									
Elementary	14,699	67.6	3.1	7.8	0.8	7.9	12.4	—	0.2
Secondary	7,268	72.5	1.4	5.3	0.0	5.8	13.4	1.2	0.0
Combined	1,244	66.7	1.3	5.2	3.7	10.6	11.6	—	—
School size									
Less than 100	559	70.2	5.4	3.2	—	7.7	8.6	—	0.0
100 to 499	8,760	75.8	2.9	5.2	1.2	7.1	7.0	—	0.3
500 or more	13,892	64.8	2.1	8.0	0.3	7.6	16.5	0.5	0.1
Community type									
Urban	5,452	58.3	1.2	11.6	0.3	7.8	20.0	0.8	0.0
Suburban	5,926	70.9	5.7	8.3	0.3	1.0	13.6	—	0.0
Rural-small town	11,833	73.1	1.4	3.9	1.1	10.4	8.9	0.4	0.4
Region									
East	10,092	65.3	2.7	9.7	0.5	7.4	13.8	0.4	—
Northern plains	1,526	74.7	1.7	2.8	—	7.4	11.2	—	—
Northwest	1,548	80.0	1.8	6.4	0.7	4.2	6.0	—	—
Southwest	5,039	63.6	2.0	6.5	—	10.1	16.0	—	0.3
South central	4,546	78.4	2.7	2.3	—	4.7	10.2	0.4	0.0
Alaska	460	64.5	4.3	7.5	4.7	13.1	5.9	0.0	0.0

See footnotes at end of table.

Table B13— Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	College Student	Homemaker	Sub teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
WHITE TEACHERS									
Total	2,218,324	75.8	3.3	7.0	1.0	3.0	8.7	0.8	0.3
School level									
Elementary	1,355,442	76.6	3.7	7.7	1.4	3.3	6.6	0.4	0.2
Secondary	768,976	75.1	2.5	5.8	0.2	2.3	11.9	1.6	0.3
Combined	82,608	71.4	3.8	7.1	0.8	4.2	11.6	0.8	0.3
School size									
Less than 100	35,643	74.3	4.1	7.0	0.6	4.0	9.0	0.6	0.2
100 to 499	784,556	76.5	3.7	7.0	1.0	3.3	7.6	0.6	0.3
500 or more	1,386,827	75.5	3.1	7.0	1.0	2.8	9.3	1.0	0.2
Community type									
Urban	533,898	74.8	3.8	6.7	1.2	2.8	9.3	1.1	0.2
Suburban	709,289	76.1	2.7	7.4	0.9	3.2	8.3	0.9	0.3
Rural-small town	964,423	76.2	3.5	6.9	0.9	2.9	8.6	0.6	0.3
Region									
East	1,396,064	77.2	3.1	6.5	1.0	2.9	8.2	0.8	0.3
Northern plains	207,836	78.9	2.8	7.1	0.8	2.8	6.4	0.8	0.3
Northwest	153,067	73.4	3.7	8.2	0.7	3.3	9.6	0.9	0.2
Southwest	225,383	68.2	3.4	11.1	0.8	3.9	11.4	1.0	0.1
South central	218,156	74.2	4.9	5.1	1.6	2.7	10.5	0.5	0.3
Alaska	7,106	66.4	2.9	12.1	1.7	5.5	10.5	0.4	0.5

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table B14— Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	2,564,321	12.6	12.6	10.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	3,341	11.5	11.0	5.6
School level				
Elementary	1,849	10.7	10.0	3.8
Secondary	554	22.4	20.4	10.3
Combined	937	9.0	9.9	5.6
School size				
Less than 100	315	13.9	14.7	5.0
100 to 499	2,129	10.1	9.7	3.4
500 or more	897	14.3	12.9	11.3
Community type				
Urban	71	0.0	0.0	0.0
Suburban	106	24.4	28.4	0.0
Rural-small town	3,164	11.4	10.7	6.0
Region				
East	292	42.7	32.1	5.9
Northern plains	1,201	7.8	8.4	6.4
Northwest	180	0.0	0.0	3.6
Southwest	1,593	12.3	12.4	5.3
South central	74	12.1	0.0	—
Alaska	(*)	(*)	(*)	(*)
Sex				
Male	972	13.7	14.7	4.2
Female	2,369	10.9	9.9	6.3
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	22,891	11.2	11.8	10.4
School level				
Elementary	14,240	12.7	13.6	10.2
Secondary	6,756	7.6	7.0	11.8
Combined	1,895	7.0	7.2	6.9
School size				
Less than 100	2,128	15.1	12.6	8.6
100 to 499	14,180	10.6	12.1	8.9
500 or more	6,584	11.7	10.8	14.5
Community type				
Urban	919	0.0	0.0	17.5
Suburban	462	0.0	0.0	0.0
Rural-small town	21,509	11.6	12.1	10.3

See footnotes at end of table.

Table B14— Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and Office of Indian Education (OIE) region: 1993-94 — Continued

Teacher characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region				
East	2,274	11.0	7.7	8.3
Northern plains	2,441	5.3	5.6	9.1
Northwest	2,878	12.6	15.8	7.3
Southwest	5,527	9.8	10.1	11.4
South central	7,469	13.8	14.8	13.4
Alaska	2,302	5.7	5.4	5.8
Sex				
Male	6,939	8.9	8.0	10.3
Female	15,952	11.9	12.8	10.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,523,783	12.9	13.2	10.5
School level				
Elementary	1,568,636	13.3	9.3	10.4
Secondary	862,534	13.2	20.9	10.8
Combined	92,614	3.8	0.0	9.1
School size				
Less than 100	35,913	5.7	20.7	6.5
100 to 499	857,132	10.2	7.8	9.0
500 or more	1,630,737	14.3	16.4	11.4
Community type				
Urban	711,685	13.8	29.8	11.1
Suburban	794,059	14.0	6.9	10.9
Rural-small town	1,018,040	11.4	7.8	9.9
Region				
East	1,607,801	12.3	16.5	10.2
Northern plains	209,538	5.9	12.3	8.8
Northwest	159,224	4.6	1.4	10.1
Southwest	283,645	19.6	8.3	10.9
South central	257,901	13.1	14.5	14.0
Alaska	5,674	3.9	4.3	7.8
Sex				
Male	682,958	9.4	13.7	9.9
Female	1,840,825	14.6	13.0	10.8

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table B15— Percentage of noninstructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1993-94

Staff characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
TOTAL	614,074	55.8	44.2	71.8
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	1,072	75.2	24.8	42.7
School level				
Elementary	628	68.2	31.8	43.7
Secondary	169	85.8	14.2	39.1
Combined	276	84.6	15.4	41.4
School size				
Less than 100	149	45.6	54.4	24.4
100 to 499	697	75.2	24.8	46.8
500 or more	227	94.6	5.3	58.7
Community type				
Urban	50	68.0	31.9	28.6
Suburban	28	92.9	7.1	40.1
Rural-small town	994	75.1	24.9	43.5
Region				
East	103	65.5	34.5	31.5
Northern plains	347	81.3	18.7	38.2
Northwest	65	61.5	38.5	25.8
Southwest	534	74.3	25.7	49.6
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	6,565	49.9	50.1	50.4
School level				
Elementary	3,987	51.4	48.6	60.1
Secondary	1,897	52.4	47.6	41.5
Combined	680	34.1	65.8	29.7
School size				
Less than 100	995	20.0	79.9	20.2
100 to 499	4,206	50.9	49.1	53.4
500 or more	1,363	68.5	31.5	91.4
Community type				
Urban	250	43.8	56.2	56.4
Suburban	159	38.3	61.7	54.2
Rural-small town	6,156	50.4	49.5	50.1

See footnotes at end of table.

Table B15— Percentage of noninstructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Staff characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
Region				
East	541	59.3	40.7	65.0
Northern plains	857	42.2	57.8	44.8
Northwest	899	48.8	51.1	46.8
Southwest	1,368	63.3	36.7	70.1
South central	1,943	49.6	50.4	53.0
Alaska	956	33.9	66.1	29.5
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	606,437	55.9	44.1	72.2
School level				
Elementary	395,971	49.1	50.9	73.9
Secondary	189,380	69.5	30.5	70.2
Combined	21,086	61.0	39.0	49.9
School size				
Less than 100	18,371	29.2	70.7	19.5
100 to 499	246,010	45.0	55.0	61.0
500 or more	342,055	65.1	34.8	92.5
Community type				
Urban	168,617	60.6	39.4	77.4
Suburban	184,955	57.4	42.6	81.6
Rural-small town	252,865	51.6	48.4	64.1
Region				
East	381,095	58.2	41.7	72.6
Northern plains	58,498	43.1	56.9	48.8
Northwest	44,328	48.3	51.7	66.1
Southwest	65,686	51.6	48.4	99.2
South central	55,440	64.2	35.8	68.2
Alaska	1,390	55.9	44.1	68.8

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B16— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
TOTAL	79,768	\$41,326	\$53,819	\$56,875
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	164	40,979	47,993	48,975
School level				
Elementary	118	41,705	49,766	49,488
Secondary	18	38,500	45,526	49,547
Combined	28	40,500	42,591	46,058
School size				
Less than 100	39	41,207	43,257	42,763
100 to 499	110	40,753	48,790	50,078
500 or more	15	—	52,830	55,391
Community type				
Urban	8	42,000	45,064	43,000
Suburban	5	—	51,196	65,000
Rural-small town	151	40,780	48,013	48,720
Region				
East	18	40,138	43,694	42,716
Northern plains	45	39,010	42,228	44,535
Northwest	10	42,000	42,725	36,500
Southwest	89	43,250	51,730	54,858
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
Race-Ethnicity				
American Indian/Alaska Native	77	39,843	48,490	49,108
Tribally enrolled	77	39,843	48,733	48,659
Not enrolled	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	6	—	51,188	52,200
White non-Hispanic	76	41,809	47,080	50,199
Sex				
Male	102	43,651	47,590	49,679
Female	62	35,837	48,612	47,598
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	1,158	46,554	47,090	47,350
School level				
Elementary	654	49,915	44,208	45,674
Secondary	343	28,494	46,563	47,597
Combined	160	58,191	61,144	53,919

See footnotes at end of table.

Table B16— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
School size				
Less than 100	285	\$49,932	\$51,265	\$43,542
100 to 499	721	27,610	45,244	47,729
500 or more	152	44,000	48,896	50,732
Community type				
Urban	38	—	52,286	44,287
Suburban	29	—	41,603	50,480
Rural-small town	1,091	46,554	47,061	47,390
Region				
East	72	48,000	48,434	44,607
Northern plains	137	30,245	40,712	44,392
Northwest	143	—	46,597	46,387
Southwest	196	—	47,264	51,412
South central	389	29,600	39,149	40,630
Alaska	221	59,807	66,446	59,955
Race-Ethnicity				
American Indian/Alaska Native	153	—	44,743	41,466
Tribally enrolled	128	—	44,603	51,826
Not enrolled	32	—	48,752	32,241
Asian/Pacific Islander	8	62,222	58,000	37,000
Black non-Hispanic	12	—	48,941	50,897
Hispanic	36	—	47,601	50,634
White non-Hispanic	950	44,753	47,435	47,919
Sex				
Male	810	45,592	48,161	48,816
Female	348	48,053	44,554	43,956
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	77,938	41,145	53,952	56,994
School level				
Elementary	53,015	39,274	53,539	56,313
Secondary	17,918	46,221	55,499	59,414
Combined	2,587	48,661	51,753	53,751
School size				
Less than 100	4,321	35,268	45,932	51,014
100 to 499	39,879	40,257	50,695	54,435
500 or more	33,739	60,941	59,295	60,653
Community type				
Urban	18,887	52,225	57,470	59,142
Suburban	21,523	55,021	60,686	64,074
Rural-small town	37,529	35,955	48,602	51,937

See footnotes at end of table.

Table B16— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
Region				
East	46,162	\$38,325	\$55,151	\$58,417
Northern plains	8,527	28,937	47,890	54,052
Northwest	6,469	34,203	52,302	53,342
Southwest	9,360	55,173	60,349	60,421
South central	7,174	34,596	47,858	48,723
Alaska	246	54,802	67,583	69,860
Race-Ethnicity				
American Indian/Alaska Native	475	43,058	50,901	57,855
Tribally enrolled	230	—	47,567	68,392
Not enrolled	245	43,058	55,654	52,059
Asian/Pacific Islander	610	56,719	60,059	59,204
Black non-Hispanic	7,952	73,000	56,937	59,198
Hispanic	3,234	50,134	56,074	56,211
White non-Hispanic	65,672	39,925	53,546	56,951
Sex				
Male	50,970	44,854	53,866	57,549
Female	26,968	37,775	54,417	56,582

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B17— Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ¹	Pension contributions
TOTAL	79,768	91.7	65.7	70.8	45.9	70.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	164	85.2	58.2	82.0	40.9	79.1
School level						
Elementary	118	83.0	49.7	82.7	40.3	75.2
Secondary	18	88.7	77.7	83.4	33.2	83.4
Combined	28	92.7	81.5	77.9	48.1	92.6
School size						
Less than 100	39	84.5	48.9	76.8	56.2	74.3
100 to 499	109	83.5	58.5	83.2	35.4	78.8
500 or more	15	100.0	80.3	86.6	40.2	93.4
Community type						
Urban	8	62.3	49.9	62.9	13.0	37.6
Suburban	5	100.0	60.0	80.0	60.0	60.0
Rural-small town	151	86.0	58.6	83.1	41.7	81.0
Region						
East	18	94.4	45.6	82.5	49.9	94.1
Northern plains	45	92.9	74.1	76.6	48.9	81.5
Northwest	10	90.0	80.1	70.1	10.0	60.2
Southwest	89	78.7	50.6	85.4	38.3	76.4
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	77	80.3	56.8	89.4	45.0	69.9
Tribally enrolled	77	80.3	56.8	89.4	45.0	68.6
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	6	100.0	50.0	100.0	40.9	83.3
White non-Hispanic	76	88.1	62.7	71.9	16.7	86.7
Sex						
Male	102	86.2	63.4	83.1	39.8	82.2
Female	62	83.7	49.5	80.1	42.6	73.8

See footnotes at end of table.

Table B17— Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ¹	Pension contributions
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,158	78.3	61.1	58.7	40.7	69.3
School level						
Elementary	654	74.0	53.1	54.7	38.7	66.9
Secondary	343	78.9	62.7	52.4	45.8	69.0
Combined	160	94.4	90.5	88.8	37.7	79.9
School size						
Less than 100	285	86.7	71.2	66.2	50.8	73.8
100 to 499	721	72.6	54.2	53.2	37.5	66.1
500 or more	152	89.1	75.0	70.7	36.3	76.1
Community type						
Urban	38	100.0	93.2	90.6	32.1	100.0
Suburban	29	90.1	65.7	48.1	45.2	100.0
Rural-small town	1,091	77.2	59.9	57.9	40.8	67.5
Region						
East	72	82.9	32.0	50.6	49.3	70.9
Northern plains	137	94.3	55.4	59.9	61.1	83.5
Northwest	142	98.0	80.2	56.1	47.1	76.8
Southwest	196	96.0	94.6	82.8	44.0	81.3
South central	389	44.4	23.7	29.9	29.2	48.9
Alaska	221	98.2	98.2	38.2	38.2	80.5
Race-Ethnicity						
American Indian/Alaska Native	153	71.7	67.1	57.2	45.5	61.1
Tribally enrolled	128	71.2	65.7	58.0	53.6	63.3
Not enrolled	32	80.4	80.4	59.0	21.0	61.5
Asian/Pacific Islander	8	100.0	100.0	81.7	18.3	66.2
Black non-Hispanic	12	83.5	65.1	83.5	28.8	66.7
Hispanic	35	100.0	92.5	59.7	46.2	87.2
White non-Hispanic	950	78.3	58.6	57.7	40.0	70.0
Sex						
Male	810	79.8	61.6	59.5	42.7	69.8
Female	348	74.6	60.0	56.9	35.9	68.3

See footnotes at end of table.

Table B17— Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ¹	Pension contributions
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	77,938	91.9	65.8	70.9	46.0	70.2
School level						
Elementary	53,015	92.5	67.2	72.2	44.8	71.0
Secondary	17,918	90.8	63.3	68.3	49.2	68.5
Combined	2,587	86.6	54.6	60.9	49.3	66.0
School size						
Less than 100	4,321	85.4	53.3	52.4	57.9	63.8
100 to 499	39,879	90.8	63.0	69.4	47.1	67.9
500 or more	33,739	94.2	71.8	74.8	43.7	74.2
Community type						
Urban	18,887	94.1	73.1	76.0	37.7	75.9
Suburban	21,523	95.4	81.4	80.4	48.7	76.6
Rural-small town	37,529	89.0	54.1	62.7	49.2	64.2
Region						
East	46,162	91.8	65.3	73.9	45.8	73.5
Northern plains	8,527	89.7	58.9	63.7	61.9	65.5
Northwest	6,469	97.5	81.3	74.5	55.2	80.0
Southwest	9,360	98.9	94.7	73.2	38.2	78.8
South central	7,174	81.8	29.2	52.2	33.2	36.5
Alaska	246	100.0	98.2	86.6	50.1	87.8
Race-Ethnicity						
American Indian/Alaska Native	475	82.0	46.8	61.2	51.5	55.7
Tribally enrolled	230	79.7	54.1	59.6	51.3	63.0
Not enrolled	245	84.5	41.0	63.4	51.9	49.8
Asian/Pacific Islander	610	97.6	90.6	84.7	39.4	73.6
Black non-Hispanic	7,952	88.7	71.6	71.2	34.4	74.8
Hispanic	3,234	94.5	71.4	71.0	31.7	69.6
White non-Hispanic	65,572	92.3	65.3	70.7	48.4	70.0
Sex						
Male	50,970	92.6	64.6	70.8	47.7	71.1
Female	26,968	90.9	69.3	70.9	43.5	69.1

*There are no BIA or tribal schools in Alaska.

¹In-kind benefits include housing, meals, tuition, child care, and transportation.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B1B— Public school districts and Indian schools¹ with salary schedules, average base salary for full-time teachers by degree and years of teaching experience in units with salary schedules, and availability of retirement plans, by district and Indian school type, and region: 1993-94

Teacher characteristics	Total districts	Districts with salary schedules	Average base salary with schedule			Schedule maximum	Retirement plan avail.
			Bachelor's degree, no experience	Master's degree, no experience	Master's degree, 20 years experience		
TOTAL	15,111	93.8	\$21,926	\$23,967	\$37,204	\$40,533	98.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	170	84.3	22,077	24,869	36,718	42,179	82.5
Region							
East	19	32.8	21,045	22,671	31,417	35,398	21.9
Northern plains	47	82.7	20,373	22,712	33,181	36,342	74.0
Northwest	11	72.8	20,178	25,142	34,234	38,156	81.9
Southwest	91	96.7	23,082	25,990	39,010	45,634	98.9
South central	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	—
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	437	95.8	22,361	24,347	33,632	35,925	99.7
Region							
East	36	82.1	22,104	23,843	39,538	43,559	100.0
Northern plains	57	91.2	18,798	21,125	30,607	32,012	100.0
Northwest	59	93.6	19,442	22,218	35,603	37,709	97.7
Southwest	48	100.0	22,602	24,902	35,830	40,096	100.0
South central	196	99.4	22,210	23,360	28,602	29,776	100.0
Alaska	41	95.5	31,790	36,167	52,710	58,264	100.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	14,504	93.9	21,911	23,946	37,320	42,179	98.9
Region							
East	7,781	95.5	22,806	24,861	39,692	43,617	99.4
Northern plains	2,529	85.1	20,304	22,672	33,142	35,510	96.3
Northwest	1,424	92.8	19,606	22,273	34,306	37,208	98.9
Southwest	1,340	96.2	23,987	26,424	40,966	45,063	99.8
South central	1,415	99.6	19,824	20,256	30,535	31,952	99.8
Alaska	15	100.0	30,265	35,372	51,652	57,645	100.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B19— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
TOTAL	79,768	72.3	50.7	62.5	58.0	11.0	15.0	24.1	6.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	164	72.1	63.7	60.5	40.6	29.7	9.3	14.8	9.2
School level									
Elementary	118	75.0	63.4	57.3	41.0	30.0	6.8	15.4	11.1
Secondary	18	38.9	72.3	77.9	49.8	33.4	5.5	11.1	11.1
Combined	28	81.4	59.2	63.0	33.2	26.1	22.3	14.8	0.0
School size									
Less than 100	39	66.6	61.7	59.2	43.5	30.8	5.1	18.0	15.1
100 to 499	110	73.9	64.0	59.2	36.9	32.5	11.2	15.7	6.5
500 or more	15	73.5	66.7	73.5	59.8	6.6	6.8	0.0	13.1
Community type									
Urban	8	49.9	74.8	50.6	24.7	38.2	0.0	49.4	12.4
Suburban	5	80.0	80.0	60.0	20.0	20.0	0.0	20.0	20.0
Rural-small town	151	73.1	62.6	61.1	42.2	29.6	10.1	12.8	8.7
Region									
East	18	71.7	62.4	44.9	48.9	34.1	5.4	5.9	26.5
Northern plains	45	65.1	62.7	67.4	41.8	25.7	11.7	16.2	9.4
Northwest	10	80.1	70.1	60.2	29.9	19.9	0.0	29.9	10.0
Southwest	89	75.3	64.0	60.6	39.3	31.5	10.2	13.5	5.6
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

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Table B19— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
<i>Race-Ethnicity</i>									
American Indian/Alaska Native	77	69.7	61.8	65.9	44.6	33.0	2.7	15.8	6.7
Trially enrolled	77	69.7	61.8	65.9	44.6	33.0	2.7	15.8	6.7
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	6	50.0	83.3	83.3	16.7	50.0	0.0	0.0	16.7
White non-Hispanic	76	74.6	66.8	57.2	34.7	26.7	17.4	16.0	6.6
<i>Sex</i>									
Male	102	76.1	71.2	54.4	36.6	27.9	12.0	13.8	8.0
Female	62	65.5	51.2	70.6	47.4	32.7	4.9	16.5	11.2
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	1,158	80.4	49.7	53.2	50.6	16.4	23.4	19.8	6.3
<i>School level</i>									
Elementary	654	81.1	55.8	56.0	53.8	20.2	9.4	18.0	5.7
Secondary	343	80.4	42.1	53.9	43.8	11.2	41.9	19.5	7.3
Combined	160	77.7	41.3	40.5	52.4	12.1	41.2	27.9	6.8
<i>School size</i>									
Less than 100	285	82.6	54.6	37.9	59.6	7.8	32.1	20.1	5.3
100 to 499	721	80.2	48.0	55.5	51.1	19.1	21.6	18.7	5.8
500 or more	152	77.4	48.8	71.5	31.6	20.2	15.8	24.2	10.6
<i>Community type</i>									
Urban	38	32.8	51.9	83.7	58.6	44.9	16.4	11.9	0.0
Suburban	29	73.2	30.3	76.8	60.1	20.4	0.0	39.2	0.0
Rural-small town	1,091	82.3	50.2	51.6	50.1	15.3	24.3	19.5	6.7

Table B19— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Region									
East	72	68.8	54.6	70.1	47.4	22.7	17.1	9.4	9.8
Northern plains	137	65.9	57.3	49.0	59.3	29.9	22.1	12.7	3.7
Northwest	143	75.3	56.6	47.3	50.6	26.0	10.0	30.0	4.3
Southwest	196	83.3	46.8	64.6	31.3	22.6	17.9	23.3	10.2
South central	389	85.7	49.0	56.6	57.0	5.0	24.4	16.1	6.1
Alaska	221	84.6	42.9	38.2	52.3	14.5	38.2	24.3	5.0
Race-Ethnicity									
American Indian/Alaska Native	153	74.8	57.3	57.5	32.6	17.1	28.4	17.1	15.2
Tribally enrolled	128	74.0	57.8	65.0	33.4	24.9	30.1	8.5	6.3
Not enrolled	32	60.0	65.6	37.5	21.4	5.5	15.0	47.5	47.5
Asian/Pacific Islander	8	33.8	100.0	0.0	52.2	66.2	0.0	47.8	0.0
Black non-Hispanic	12	52.7	56.8	63.9	45.0	31.2	38.3	12.2	0.0
Hispanic	36	59.4	55.7	89.7	13.7	44.5	17.8	13.7	5.5
White non-Hispanic	950	82.9	47.8	51.5	55.0	14.7	22.9	20.3	5.0
Sex									
Male	810	79.6	49.4	52.9	47.6	16.7	27.0	18.7	8.0
Female	348	82.3	50.5	53.9	57.8	15.7	15.1	22.4	2.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	77,938	72.2	50.6	62.7	58.1	10.9	14.9	24.2	6.4
School level									
Elementary	53,015	75.3	53.2	61.8	58.8	11.5	8.5	24.7	6.2
Secondary	17,918	63.3	44.0	66.8	56.5	9.5	30.1	23.3	6.6
Combined	2,587	69.4	45.2	51.8	55.3	8.8	40.5	19.9	9.1
School size									
Less than 100	4,321	76.5	52.0	52.9	55.3	4.5	25.3	27.1	6.4
100 to 499	39,879	73.3	52.0	60.3	59.1	9.6	13.9	24.9	6.9
500 or more	33,739	69.8	48.3	67.8	56.5	13.6	14.8	23.5	5.6

Table B19— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Community type									
Urban	18,887	71.7	48.0	65.1	53.2	17.4	13.4	25.0	6.2
Suburban	21,523	68.2	54.1	67.0	54.2	15.0	9.9	25.7	5.9
Rural-small town	37,529	74.3	49.6	59.9	62.1	5.6	18.6	23.4	6.6
Region									
East	46,162	71.6	50.4	63.8	59.9	10.5	14.8	22.6	6.5
Northern plains	8,527	75.1	53.7	54.2	59.6	7.9	16.9	27.9	4.8
Northwest	6,469	70.5	50.2	61.1	55.8	10.2	13.0	32.8	6.6
Southwest	9,360	71.4	49.8	61.9	47.1	19.0	15.0	29.0	6.8
South central	7,174	72.9	48.4	72.9	57.5	8.8	15.2	18.1	6.3
Alaska	246	67.6	38.5	68.8	60.6	10.8	23.0	28.5	2.2
Race-Ethnicity									
American Indian/Alaska Native	475	77.7	53.4	45.3	52.3	12.6	14.8	38.9	5.0
Tribally enrolled	230	75.3	41.3	48.8	71.5	11.1	18.0	26.2	7.8
Not enrolled	245	79.8	65.7	41.8	34.4	14.4	11.5	50.2	2.2
Asian/Pacific Islander	610	68.6	59.7	61.1	58.8	8.4	3.2	31.1	19.1
Black non-Hispanic	7,952	70.5	47.8	69.8	46.9	24.6	15.4	17.1	7.9
Hispanic	3,234	69.0	53.6	70.5	46.6	27.8	13.5	16.4	2.6
White non-Hispanic	65,672	72.3	50.5	62.1	59.7	8.6	15.1	25.5	6.3
Sex									
Male	50,970	73.7	49.2	63.5	57.3	8.8	17.7	22.4	7.4
Female	26,968	68.7	52.7	62.4	58.6	15.2	9.8	28.3	4.3

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B20— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Poverty	Parental alc /drug abuse	Lack of parental involvement	Student Absenteeism	Student Apathy	Student Tardiness	Student Use of Alcohol	Students Dropping Out	Lack of academic challenge
TOTAL	79,768	16.3	7.3	12.9	4.9	8.1	4.1	3.7	2.1	2.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	164	62.4	43.9	37.8	19.8	17.3	12.5	9.9	8.0	7.4
School level										
Elementary	118	59.0	38.5	30.9	10.2	12.0	6.1	0.8	1.7	8.6
Secondary	18	55.5	50.0	55.3	44.5	44.3	27.9	27.7	27.7	5.5
Combined	28	81.5	62.9	55.7	44.4	22.2	29.8	37.0	22.2	3.7
School size										
Less than 100	39	56.4	38.2	15.5	7.7	5.2	5.2	0.0	2.5	0.0
100 to 499	110	62.1	47.5	44.5	21.3	20.3	14.0	12.1	9.2	11.1
500 or more	15	80.3	33.3	46.7	40.2	26.5	20.2	20.2	13.6	0.0
Community type										
Urban	8	87.6	49.4	62.3	0.0	12.4	25.2	12.4	0.0	0.0
Suburban	5	60.0	20.0	20.0	20.0	0.0	20.0	0.0	0.0	0.0
Rural-small town	151	61.2	44.4	37.0	20.9	18.1	11.6	10.1	8.7	8.1
Region										
East	18	38.3	60.7	39.6	22.1	17.2	27.8	5.6	0.0	5.9
Northern plains	45	81.5	48.8	41.7	25.5	13.9	21.0	16.2	13.8	6.9
Northwest	10	70.1	60.2	40.2	10.0	10.0	19.9	19.9	10.0	0.0
Southwest	89	56.2	36.1	34.9	17.0	19.1	3.4	6.8	5.7	9.0
South central	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity										
American Indian/Alaska Native	77	52.8	38.3	35.5	19.7	7.8	11.9	9.3	3.9	6.5
Tribally enrolled	77	52.8	38.3	34.2	19.7	7.8	11.9	9.3	3.9	6.5
Not enrolled	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—
Hispanic	6	50.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White non-Hispanic	76	72.1	49.5	45.5	22.7	29.3	14.8	12.0	13.3	9.4

See footnotes at end of table.

Table B20— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental alcohol/drug abuse	Lack of parental involvement	Student Absenteeism	Student Apathy	Student Tardiness	Student Use of Alcohol	Students Dropping Out	Lack of academic challenge
Sex										
Male	102	66.5	45.7	39.7	18.9	21.7	17.0	14.0	10.0	3.0
Female	62	55.6	41.0	34.6	21.3	9.9	4.9	3.2	4.9	14.8
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	1,158	44.3	33.9	30.6	16.8	16.0	12.5	11.4	7.1	6.3
School level										
Elementary	654	49.1	30.8	29.1	14.6	11.1	8.0	2.5	2.3	6.5
Secondary	343	36.8	32.7	31.5	21.6	23.2	17.3	28.0	13.0	7.5
Combined	160	40.4	49.0	35.1	15.5	20.5	20.3	11.9	14.2	2.8
School size										
Less than 100	285	43.9	41.0	37.6	15.2	18.2	15.5	13.6	13.2	4.3
100 to 499	721	47.2	32.1	27.3	16.2	15.3	11.7	11.5	5.4	7.7
500 or more	152	31.0	29.2	33.5	22.7	15.3	10.4	6.8	3.8	3.4
Community type										
Urban	38	64.2	9.4	9.4	13.8	9.4	20.6	0.0	0.0	9.4
Suburban	29	57.5	20.3	28.2	7.9	28.2	0.0	0.0	0.0	0.0
Rural-small town	1,091	43.2	35.1	31.4	17.1	15.9	12.5	12.1	7.5	6.3
Region										
East	72	28.2	1.5	15.5	7.4	17.5	6.3	11.2	13.9	1.5
Northern plains	137	58.0	48.1	31.8	30.9	19.3	24.6	9.2	8.1	8.8
Northwest	143	73.0	62.0	58.1	35.6	32.5	30.3	22.4	17.1	17.3
Southwest	196	49.1	43.5	39.2	26.5	14.3	11.7	14.9	4.2	9.1
South central	989	34.7	8.3	18.4	3.8	9.1	2.1	2.0	0.0	2.1
Alaska	223	35.1	53.9	31.0	13.2	16.5	14.2	19.1	12.8	4.1

Table B20— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental drug abuse	Lack of parental involvement	Student Absenteeism	Student Apathy	Student Tardiness	Student Use of Alcohol	Students Dropping Out	Lack of academic challenge
Race-Ethnicity										
American Indian/Alaska Native	153	37.5	30.3	25.2	21.5	12.0	8.8	4.8	7.2	5.1
Totally enrolled	128	40.4	31.3	25.7	25.5	14.3	8.8	5.7	8.5	6.0
Not enrolled	32	21.6	19.1	7.8	0.0	0.0	6.5	0.0	0.0	0.0
Asian/Pacific Islander	8	18.3	18.3	0.0	18.3	18.3	18.3	18.3	18.3	0.0
Black non-Hispanic	12	38.3	34.0	12.2	36.3	12.2	48.4	12.2	28.8	0.0
Hispanic	36	62.6	24.7	27.1	17.4	15.0	8.3	0.0	0.0	0.0
White non-Hispanic	950	45.0	34.9	32.4	15.8	16.7	12.7	12.8	7.0	6.8
Sex										
Male	810	41.7	33.3	31.8	17.7	17.4	11.6	12.2	8.5	4.9
Female	348	50.3	35.2	27.8	14.6	12.8	9.9	9.5	1.8	9.6
PUBLIC SCHOOLS WITH LESS THAN 2% INDIAN STUDENT ENROLLMENT										
Total	79,938	15.8	6.8	12.6	4.7	8.0	4.0	3.5	2.0	1.9
School level										
Elementary	53,015	16.6	6.7	9.9	2.2	5.5	2.3	1.2	0.2	1.1
Secondary	17,908	12.9	7.1	19.5	11.4	14.5	9.1	15.1	6.7	3.9
Combined	2,587	17.9	7.4	20.0	7.9	12.7	3.7	5.3	4.6	4.1
School size										
Less than 100	4,321	12.4	9.4	11.0	4.6	6.8	2.5	6.6	3.0	1.4
100 to 499	59,879	15.6	7.1	11.6	2.9	6.3	1.8	3.0	0.9	1.6
500 or more	15,738	16.7	6.2	13.9	6.6	9.8	6.5	5.7	3.0	2.3
Community type										
Urban	18,887	25.5	10.0	17.4	8.2	8.1	7.2	1.2	3.1	2.4
Suburban	21,523	10.2	5.0	9.9	4.3	5.9	4.1	2.8	1.3	1.4
Rural-small town	17,529	14.3	6.3	11.7	3.0	8.8	2.1	5.0	1.7	1.9

See footnotes at end of table.

Table B20— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Apathy	Student Tardiness	Student Use of Alcohol	Students Dropping Out	Lack of academic challenge
Region										
East	46,162	16.3	6.3	13.3	4.7	8.2	4.2	3.0	1.9	2.4
Northern plains	8,527	9.3	4.7	6.9	2.9	4.8	1.1	5.0	0.9	1.0
Northwest	6,469	11.5	8.5	11.0	4.6	7.0	3.2	5.9	1.9	1.2
Southwest	9,360	17.9	7.5	11.7	6.0	6.0	6.0	3.1	2.7	0.9
South central	7,174	22.8	10.8	17.0	3.9	11.9	2.9	2.9	2.6	3.5
Alaska	246	7.5	8.2	13.9	7.5	3.2	5.6	6.7	1.7	1.8
Race-Ethnicity										
American Indian/Alaska Native	475	20.4	3.0	11.9	12.7	5.7	7.9	3.2	1.4	1.1
Tribally enrolled	230	25.9	4.5	11.8	11.9	3.4	7.1	0.8	1.7	1.2
Not enrolled	245	16.7	2.8	13.0	13.3	7.6	8.5	5.4	2.9	1.0
Asian/Pacific Islander	610	15.5	4.3	10.4	1.8	3.2	2.4	1.3	1.4	1.3
Black non-Hispanic	7,952	30.9	9.8	19.9	8.8	8.2	9.2	0.2	3.1	3.8
Hispanic	3,234	34.5	9.7	17.0	8.0	6.6	6.1	2.4	5.9	2.1
White non-Hispanic	65,672	13.1	6.4	11.5	3.9	7.9	3.1	3.9	1.6	1.7
Sex										
Male	50,970	13.8	5.9	13.3	4.8	9.0	3.7	4.6	2.2	2.0
Female	26,968	19.9	8.7	11.2	4.3	5.6	4.3	1.3	1.5	1.6

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B21— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Parental alcohol abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Students dropping out	Verbal abuse of teachers	Student tardiness
TOTAL	2,564,321	13.1	27.6	19.6	14.5	23.6	18.5	9.3	5.9	11.1	10.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	3,341	59.1	58.4	52.4	41.5	37.3	29.7	28.6	26.6	23.2	22.6
School level											
Elementary	1,649	52.4	52.2	49.9	24.0	26.2	24.3	10.0	10.2	18.7	9.4
Secondary	954	62.3	67.3	46.2	67.9	53.6	30.0	62.9	48.9	21.7	33.2
Combined	937	70.4	65.4	61.1	60.6	49.8	40.2	44.9	45.6	32.8	42.5
School size											
Less than 100	115	53.3	50.3	38.8	34.6	29.1	21.3	13.4	11.9	18.2	12.9
100 to 499	2,129	57.9	59.5	53.6	39.1	35.2	29.9	26.9	25.0	22.7	22.5
500 or more	997	63.9	58.6	54.4	49.8	45.4	32.1	37.8	35.4	26.0	26.5
Community type											
Urban	71	41.4	81.2	35.0	47.6	33.3	25.7	35.3	16.2	31.4	67.0
Suburban	106	66.0	73.3	69.2	53.5	64.4	35.2	49.5	45.8	4.5	8.0
Rural-small town	3,164	58.6	57.4	51.8	41.0	36.5	29.6	28.7	52.6	23.6	22.1
Region											
East	292	61.8	60.1	38.2	25.2	40.4	28.4	17.5	22.3	26.4	22.2
Northern plains	1,201	65.2	56.6	58.4	49.2	39.6	37.4	36.2	33.7	33.2	29.8
Northwest	180	73.6	50.5	67.8	63.5	49.9	30.8	56.3	40.2	27.7	47.4
Southwest	1,903	52.7	59.1	48.9	35.3	32.8	23.6	22.0	19.1	14.4	11.8
South central	74	50.4	83.4	50.0	63.5	54.9	38.4	23.0	56.8	25.7	80.7
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 2% OR MORE INDIAN STUDENT ENROLLMENT											
Total	22,891	41.4	46.5	40.8	30.8	29.9	23.7	20.1	16.2	14.2	17.4
School level											
Elementary	14,240	41.0	43.1	42.4	23.4	22.4	22.9	10.3	7.6	13.0	14.2
Secondary	6,756	36.3	49.6	37.9	43.8	43.1	24.6	37.9	32.2	15.0	21.3
Combined	1,895	62.4	60.9	39.7	39.9	40.1	26.6	29.5	23.5	20.2	27.4

See footnotes at end of table.

**Table B21— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region:
1993-94—Continued**

Teacher characteristics	Total teachers	Parental alc./drug abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Students dropping out	Verbal abuse of teachers	Student tardiness
School size											
Less than 100	2,128	12.8	52.8	38.5	29.6	34.5	22.6	20.8	12.2	12.7	18.3
100 to 499	14,180	49.4	42.9	38.7	26.5	25.4	22.1	19.2	13.3	13.3	16.5
500 or more	6,584	39.6	52.3	46.3	40.3	38.3	27.6	21.6	23.6	16.4	19.1
Community type											
Urban	919	42.0	69.3	19.3	23.5	13.1	25.6	13.8	8.9	13.2	22.6
Suburban	462	26.0	30.4	49.8	15.9	11.9	22.1	8.8	2.7	13.3	16.6
Rural-small town	21,509	41.7	45.9	31.5	31.4	31.1	23.7	20.6	16.8	14.2	17.2
Region											
East	2,274	24.4	36.3	31.4	17.8	21.6	21.5	11.7	14.8	14.1	4.6
Northern plains	2,441	56.5	55.9	51.6	49.4	34.4	33.6	24.5	21.3	23.3	30.7
Northwest	2,878	63.3	52.1	57.0	44.8	41.0	32.7	30.4	21.6	23.3	27.0
Southwest	5,527	56.9	57.0	53.5	48.4	41.6	24.3	28.6	26.6	15.4	23.0
South central	7,469	16.3	34.5	28.4	10.9	17.1	18.0	11.1	5.3	6.2	5.9
Alaska	2,302	58.9	53.3	20.3	28.7	33.5	21.2	19.2	15.9	15.9	27.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	2,523,783	12.8	27.4	19.3	14.3	23.5	18.4	9.2	5.7	11.0	10.5
School level											
Elementary	1,568,636	12.9	23.0	20.8	7.1	15.3	15.2	1.4	1.1	8.4	6.2
Secondary	862,533	12.3	34.6	16.0	27.2	38.0	23.9	23.0	14.1	15.2	18.5
Combined	92,614	15.6	34.2	25.3	14.3	27.4	21.9	11.2	5.8	15.9	7.6
School size											
Less than 100	35,913	11.9	21.2	16.1	8.6	17.2	11.8	12.3	4.5	9.1	5.0
100 to 499	857,132	12.7	23.5	20.7	7.5	16.2	13.1	6.3	2.2	7.0	5.1
500 or more	1,630,737	12.8	29.5	18.7	17.9	27.5	21.4	10.6	7.6	13.2	13.4
Community type											
Urban	711,685	17.2	35.8	29.0	21.8	27.9	24.9	6.9	9.4	17.1	17.6
Suburban	794,059	10.6	24.0	13.0	13.8	21.8	17.2	8.1	4.5	10.5	10.5
Rural-small town	1,018,040	11.4	24.1	17.5	9.3	21.8	14.9	11.6	4.2	7.2	5.5

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See footnotes at end of table.

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Table B21— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Parental alc/drug abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Students dropping out	Verbal abuse of teachers	Student tardiness
<i>Region</i>											
East	1,607,801	12.3	27.4	19.2	13.6	24.0	20.2	8.5	5.4	12.5	10.5
Northern plains	209,538	8.9	16.8	10.4	10.4	17.4	14.2	12.6	3.0	8.0	5.9
Northwest	159,224	12.6	22.5	14.8	14.2	21.5	14.0	9.7	5.3	7.2	8.5
Southwest	283,645	16.0	31.4	24.7	20.7	23.5	13.7	7.3	7.6	7.6	13.1
South central	257,901	15.3	34.1	24.8	14.6	26.8	19.0	12.2	8.1	10.6	12.2
Alaska	5,674	16.4	22.8	9.6	17.4	17.2	14.1	11.5	7.3	6.9	9.3

— Too few cases for a reliable estimate.

*There are no HIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table B22— Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
TOTAL	41,660,922	6.4	2,564,321	5.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	42,759	8.2	3,371	5.6
School level				
Elementary	25,011	6.5	1,860	5.6
Secondary	6,715	9.7	570	5.1
Combined	11,032	11.3	941	5.9
School size				
Less than 100	2,760	7.4	282	7.4
100 to 499	28,129	7.4	2,225	6.0
500 or more	11,870	10.4	864	4.0
Community type				
Urban	1,420	6.2	119	3.4
Suburban	1,096	7.1	78	6.4
Rural-small town	40,243	8.4	3,174	5.7
Region				
East	3,113	8.9	296	6.5
Northern plains	13,789	8.8	1,248	4.5
Northwest	1,660	5.4	154	5.9
Southwest	23,466	8.0	165	6.2
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	326,472	6.7	23,341	6.0
School level				
Elementary	222,091	5.9	14,936	5.8
Secondary	85,855	8.4	6,796	6.6
Combined	18,525	7.8	1,608	5.2
School size				
Less than 100	16,008	7.8	1,925	5.0
100 to 499	199,385	6.6	14,896	5.7
500 or more	111,079	6.7	6,519	6.9
Community type				
Urban	13,736	8.0	863	8.6
Suburban	7,443	5.9	482	6.5
Rural-small town	305,293	6.6	21,995	5.9

See footnotes at end of table.

Table B22— Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
Region				
East	33,095	5.0	2,085	6.8
Northern plains	36,457	6.9	2,800	6.0
Northwest	39,941	8.6	2,877	6.2
Southwest	93,027	6.8	5,658	6.7
South central	95,022	6.1	7,452	5.4
Alaska	28,929	6.8	2,468	5.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	41,291,692	6.4	2,537,609	5.6
School level				
Elementary	26,660,618	5.5	1,592,760	5.5
Secondary	13,671,248	8.3	871,016	5.6
Combined	959,826	6.3	73,834	5.4
School size				
Less than 100	273,842	6.4	35,033	4.4
100 to 499	12,750,589	5.4	862,908	5.2
500 or more	28,267,261	6.9	1,639,668	5.8
Community type				
Urban	12,149,300	7.5	726,379	5.8
Suburban	13,552,219	6.3	794,199	5.7
Rural-small town	15,590,173	5.8	1,017,031	5.2
Region				
East	25,355,953	6.4	1,619,051	5.7
Northern plains	2,967,367	5.6	210,561	4.9
Northwest	2,918,638	6.9	159,645	5.7
Southwest	6,124,195	7.3	284,099	5.6
South central	3,827,339	5.3	258,569	5.1
Alaska	98,200	7.3	5,684	6.2

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table B23— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc	School board	Principal	Teachers	Parent assoc	State edu agency	School board	Principal	Teachers	Parent assoc
TOTAL	79,768	38.8	17.3	21.0	30.7	2.3	23.6	59.4	13.7	1.7	6.7	35.4	55.9	39.1	6.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS															
Total	164	16.7	25.4	39.0	45.2	8.5	59.9	57.9	9.3	3.7	2.5	48.7	65.6	51.9	9.8
School level															
Elementary	118	13.7	28.4	43.8	46.3	5.9	67.5	64.0	9.4	4.2	2.5	55.5	68.6	54.7	9.3
Secondary	18	33.4	17.0	11.3	33.4	5.7	28.1	44.7	11.3	5.7	5.7	33.6	61.3	44.7	11.3
Combined	28	18.5	18.3	37.0	48.3	3.6	48.1	40.8	7.4	0.0	0.0	29.8	55.6	44.4	11.0
School size															
Less than 100	39	15.4	33.5	44.1	38.7	10.2	69.3	59.0	5.1	5.1	2.5	58.6	77.2	53.8	15.2
100 to 499	110	16.7	24.2	40.8	51.0	4.8	58.4	58.3	12.1	3.7	2.8	45.5	65.0	52.8	9.2
500 or more	15	19.9	13.1	13.4	19.9	0.0	46.2	52.8	0.0	0.0	0.0	46.5	39.9	39.6	0.0
Community type															
Urban	8	24.7	12.4	79.3	75.3	0.0	62.9	62.9	24.7	0.0	12.4	50.6	75.3	62.9	0.0
Suburban	5	20.0	40.0	20.0	20.0	20.0	60.0	60.0	0.0	0.0	0.0	60.0	80.0	80.0	40.0
Rural small town	151	16.2	25.6	37.7	44.4	5.3	59.7	57.6	8.3	4.0	2.0	48.2	64.6	50.3	9.3
Region															
East	16	35.7	28.1	22.6	34.5	11.1	50.7	44.9	11.6	11.1	5.6	77.7	56.8	45.6	11.1
Northern plains	45	18.6	28.2	46.8	39.6	0.0	53.6	37.4	4.6	0.0	0.0	32.8	60.7	37.1	0.0
Northwest	33	40.2	39.8	50.2	70.1	19.9	59.8	69.7	10.0	0.0	0.0	19.9	69.7	39.8	10.0
Southwest	99	13.2	22.5	38.2	47.2	5.6	65.1	69.7	10.1	4.5	3.4	52.7	69.7	61.9	13.5
South central	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity															
American Indian/Alaska Native	77	15.8	27.8	41.0	48.7	7.8	62.0	57.7	9.2	3.9	2.6	47.4	62.0	57.8	13.1
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	6	15.3	50.0	66.7	83.3	0.0	100.0	83.3	16.7	0.0	0.0	66.7	100.0	50.0	0.0
White non-Hispanic	76	17.4	22.7	37.4	41.5	3.9	58.4	59.8	9.4	3.9	2.6	45.3	69.4	48.0	7.9

Table B23— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.
Sex															
Male	112	14.9	29.7	36.7	40.9	6.9	60.4	57.3	8.9	3.9	2.0	43.5	64.4	49.4	7.9
Female	62	16.7	24.9	42.9	52.9	3.2	59.0	59.0	9.9	3.2	3.2	57.3	67.5	55.9	13.0
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT															
Total	1,158	36.6	16.2	27.0	32.9	4.9	38.7	56.6	9.8	2.0	4.2	37.7	55.8	34.9	6.2
School level															
Elementary	654	36.7	13.5	27.0	34.7	3.7	39.5	59.2	9.0	1.4	3.8	40.5	51.7	34.5	5.0
Secondary	343	36.5	15.9	31.1	32.6	6.1	39.4	63.3	12.6	2.5	5.5	40.7	62.6	30.2	5.3
Combined	160	22.3	28.0	19.0	26.3	4.5	33.9	32.0	6.8	3.7	2.8	39.5	58.5	44.0	13.3
School size															
Less than 100	285	34.4	23.1	32.0	36.7	10.8	49.6	49.3	8.5	2.4	5.2	34.7	66.8	49.0	8.1
100 to 499	721	42.0	14.9	25.5	28.7	2.2	39.4	58.0	9.5	2.0	4.1	40.4	53.0	28.8	5.8
500 or more	152	15.6	9.6	24.6	37.3	3.9	15.0	63.8	13.4	1.4	2.6	30.5	49.1	37.3	4.5
Community type															
Urban	36	61.7	20.7	20.7	18.2	10.3	7.0	28.3	10.5	0.0	0.0	23.2	59.0	49.4	5.9
Suburban	29	43.4	0.0	10.7	39.0	0.0	27.8	100.0	29.3	0.0	10.9	39.3	54.7	23.2	0.0
Rural small town	1,091	35.6	16.5	27.6	33.3	4.4	40.3	56.5	9.2	2.1	4.1	38.2	55.8	34.7	6.4
Region															
East	72	40.3	11.0	12.8	20.6	5.7	19.6	43.5	6.9	3.0	3.0	41.0	35.7	29.5	5.5
Northern plains	137	23.8	15.2	27.1	33.3	3.3	38.1	56.2	9.5	7.6	10.0	39.3	60.2	36.2	3.3
Northwest	143	32.2	12.5	34.4	41.5	1.8	40.4	63.6	13.2	2.5	2.3	45.9	73.9	42.4	4.5
Southwest	196	26.5	16.6	30.9	48.7	1.0	27.7	72.5	26.0	0.0	2.4	35.3	44.7	33.9	6.7
South central	369	37.3	8.7	24.9	22.2	2.5	47.3	55.6	3.8	10.7	8.7	42.6	53.8	24.8	4.3
Alaska	221	17.6	13.6	27.1	36.0	15.4	38.7	44.6	4.9	2.0	2.2	23.9	63.0	48.3	12.8
Race/Ethnicity															
American Indian/Alaska Native	153	39.9	14.0	16.7	18.7	1.8	42.2	46.2	6.9	1.8	9.7	30.3	49.0	26.4	5.7
Asian/Pacific Islander	8	33.8	81.7	47.8	47.8	0.0	81.7	0.0	0.0	0.0	0.0	81.7	33.8	0.0	0.0
Black non-Hispanic	12	45.0	45.0	49.5	49.5	49.5	29.0	49.5	18.3	18.3	18.3	47.3	47.3	30.6	30.6
Hispanic	36	31.0	31.0	43.6	36.9	0.0	66.5	52.5	36.5	16.9	0.0	65.8	55.3	26.0	0.0
White non-Hispanic	950	35.8	14.4	27.6	34.7	4.6	38.8	59.1	9.2	1.3	3.3	37.4	57.3	36.8	6.3

See footnotes at end of table

Table B23— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.
Sex															
Male	810	36.5	16.3	25.3	30.9	4.2	38.8	56.7	7.8	2.1	3.8	36.9	55.9	30.2	5.5
Female	348	37.1	16.1	30.9	37.5	5.3	38.5	56.5	14.3	1.9	5.0	39.5	55.8	45.8	7.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT															
Total	73,938	38.8	17.2	20.8	30.7	2.2	23.3	59.4	13.7	1.7	6.8	35.4	55.9	39.1	6.0
School level															
Elementary	51,015	40.0	17.7	20.3	29.9	2.3	23.0	58.1	14.4	1.7	7.2	35.1	54.6	41.1	6.4
Secondary	17,918	35.0	16.3	21.9	33.0	2.0	23.3	63.1	12.0	1.6	5.3	35.6	60.0	34.2	4.8
Combined	2,587	41.4	14.7	25.1	30.9	2.9	29.4	60.6	12.4	2.1	8.4	39.1	52.6	32.7	5.9
School size															
Less than 100	4,321	28.4	12.5	25.1	40.2	1.8	28.9	55.9	11.6	3.5	5.0	34.7	58.5	41.2	5.3
100 to 499	39,879	38.2	16.3	21.8	32.4	2.1	26.5	57.8	13.2	1.3	6.6	34.0	55.4	39.9	5.4
500 or more	31,739	40.9	19.3	19.6	27.6	2.5	18.6	61.8	14.7	2.0	7.7	36.9	56.8	38.3	7.2
Community type															
Urban	18,887	41.1	23.2	17.9	24.9	3.1	18.3	52.4	11.5	1.7	9.0	37.7	52.6	37.3	6.8
Suburban	21,523	37.9	19.8	20.0	31.8	2.5	19.1	61.7	15.4	2.5	6.6	35.8	58.6	43.1	8.5
Rural/small town	37,529	38.2	13.1	23.3	33.1	1.7	28.1	61.6	14.0	1.4	6.2	33.8	56.6	38.1	4.5
Region															
East	46,162	40.7	17.5	21.1	27.2	2.2	25.2	56.0	8.8	1.2	7.5	37.9	54.6	35.0	5.6
Northern plains	8,523	20.3	16.4	22.6	42.2	1.1	23.7	63.0	13.2	1.1	1.8	28.2	60.5	46.9	3.0
Northwest	6,469	18.9	15.2	17.6	39.4	1.7	15.6	67.2	27.7	3.6	3.4	24.2	60.5	50.5	7.9
Southwest	9,360	48.9	20.6	24.7	36.7	3.8	17.6	64.9	26.1	3.7	9.8	32.7	63.3	50.1	11.3
South-central	7,174	55.0	15.0	17.6	24.0	2.6	24.7	62.9	18.1	1.9	9.6	41.0	48.2	33.5	5.3
Alaska	246	9.9	31.8	19.8	39.5	2.8	16.5	63.4	7.6	1.9	3.4	21.9	53.9	46.6	5.2
Race/Ethnicity															
American Indian/Alaska Native	475	36.6	8.6	15.0	27.2	0.4	18.3	54.7	16.6	0.0	3.6	29.5	47.2	35.6	6.9
Asian/Pacific Islander	610	45.2	30.3	14.4	29.5	1.2	13.4	64.6	22.2	1.7	24.8	33.3	57.0	37.4	2.1
Black non-Hispanic	7,952	31.6	31.3	22.4	23.5	4.7	31.5	44.8	9.8	1.5	12.0	48.3	55.3	34.7	9.0
Hispanic	3,214	47.0	19.0	22.7	30.2	2.6	19.5	63.6	23.3	1.1	11.1	35.1	63.2	44.6	13.1
White non-Hispanic	63,672	36.9	15.5	20.9	31.7	2.0	22.5	61.0	14.2	1.8	6.1	33.8	56.0	39.6	5.5

Table B23— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Table 2.2. School-level decision-making: Curriculum, hiring, and discipline policy (2002-03)																
Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers					Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.	
Sex																
Male	50,970	36.1	16.6	19.7	28.9	1.9	23.6	59.8	11.7	1.4	6.4	34.6	54.8	35.0	4.7	
Female	26,968	44.0	18.9	23.6	34.2	2.9	22.6	58.8	17.8	2.3	8.2	36.7	58.8	44.4	9.0	

Too few cases for a reliable estimate

*There are no BIA or tribal schools in Alaska

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 79 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B24— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
TOTAL	79,768	31.9	23.3	15.4	2.7	26.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	164	44.6	11.7	14.8	2.5	26.5
School level						
Elementary	118	41.1	13.6	12.8	2.6	30.0
Secondary	18	50.0	5.8	16.6	0.0	27.7
Combined	28	55.7	7.3	22.2	3.7	11.0
School size						
Less than 100	39	51.3	10.3	5.2	2.7	30.6
100 to 499	110	44.6	12.9	16.6	1.8	24.1
500 or more	15	26.8	6.6	26.5	6.8	33.3
Community type						
Urban	8	37.7	0.0	12.9	0.0	49.4
Suburban	5	20.0	40.0	0.0	0.0	40.0
Rural-small town	151	45.7	11.4	15.4	2.7	24.8
Region						
East	18	43.9	22.1	5.6	0.0	28.3
Northern plains	45	55.8	4.7	16.2	4.7	18.6
Northwest	10	50.2	0.0	19.9	0.0	29.9
Southwest	89	37.2	14.6	15.7	2.2	30.3
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	77	45.0	11.6	17.1	1.3	24.9
Tribally enrolled	77	45.0	11.6	17.1	1.3	24.9
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	6	66.7	0.0	0.0	0.0	33.3
White non-Hispanic	76	38.8	13.4	14.6	4.1	29.3
Sex						
Male	102	45.7	11.8	16.8	2.0	23.6
Female	62	42.7	11.4	11.4	3.3	31.2
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,158	34.6	26.9	13.1	3.8	21.6
School level						
Elementary	654	32.9	27.7	12.8	6.0	20.7
Secondary	343	37.1	28.9	13.3	1.4	19.4
Combined	160	36.3	19.7	13.9	0.0	30.0

See footnotes at end of table.

Table B24— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
School size						
Less than 100	285	38.7	27.2	14.4	1.0	18.6
100 to 499	721	33.0	27.4	10.9	5.4	23.3
500 or more	152	34.3	24.0	21.0	1.6	19.2
Community type						
Urban	38	20.8	17.6	5.2	0.0	56.4
Suburban	29	38.4	7.9	23.2	20.6	9.9
Rural-small town	1,091	35.0	27.7	13.1	3.5	20.7
Region						
East	72	24.2	23.9	21.3	7.2	23.4
Northern plains	137	32.6	39.4	7.2	6.6	14.3
Northwest	143	44.8	22.9	10.0	2.8	19.6
Southwest	196	36.2	16.9	18.8	1.5	26.6
South central	389	30.8	32.8	11.6	5.9	18.9
Alaska	221	37.8	21.3	13.8	0.0	27.1
Race-Ethnicity						
American Indian/Alaska Native	153	43.2	14.1	20.8	5.5	16.5
Tribally enrolled	128	42.5	16.7	23.0	6.5	11.2
Not enrolled	32	54.3	0.0	6.6	0.0	39.1
Asian/Pacific Islander	8	100.0	0.0	0.0	0.0	0.0
Black non-Hispanic	12	16.8	14.4	34.9	0.0	34.0
Hispanic	36	39.6	29.1	0.0	0.0	31.3
White non-Hispanic	950	32.7	29.3	12.2	3.8	22.1
Sex						
Male	810	33.4	28.6	13.1	4.4	20.5
Female	348	37.4	23.0	13.2	2.4	24.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	77,938	31.8	23.3	15.4	2.7	26.7
School level						
Elementary	53,015	32.3	22.5	15.2	2.6	27.4
Secondary	17,918	30.8	25.4	15.5	3.3	25.0
Combined	2,587	29.0	25.5	18.8	2.2	24.5
School size						
Less than 100	4,321	35.2	19.1	15.8	5.8	24.1
100 to 499	39,879	30.1	25.3	14.7	2.9	26.9
500 or more	33,739	33.2	20.9	16.4	2.1	27.4
Community type						
Urban	18,887	33.6	21.3	16.3	2.6	26.3
Suburban	21,523	33.5	22.4	13.2	2.3	28.7
Rural-small town	37,529	29.8	24.3	16.5	3.1	26.3

See footnotes at end of table.

Table B24— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Plans to remain				Undecided
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	
Region						
East	46,162	31.4	22.4	14.6	2.9	28.8
Northern plains	8,527	29.0	29.9	14.8	3.1	23.1
Northwest	6,469	33.8	26.7	13.1	1.7	24.7
Southwest	9,360	28.0	19.1	22.0	2.9	27.9
South central	7,174	39.6	21.2	16.8	2.1	20.3
Alaska	246	40.5	14.2	6.8	1.4	37.1
Race-Ethnicity						
American Indian/Alaska Native	475	37.7	20.4	14.4	2.0	25.6
Tribally enrolled	230	33.0	21.1	16.2	4.0	25.7
Not enrolled	245	41.3	19.3	13.1	0.0	26.3
Asian/Pacific Islander	610	29.1	7.1	20.8	2.8	40.2
Black non-Hispanic	7,952	30.2	20.1	17.5	3.0	29.3
Hispanic	3,234	34.2	25.8	18.1	2.6	19.3
White non-Hispanic	65,672	31.8	23.4	15.1	2.7	26.9
Sex						
Male	50,970	31.4	23.8	14.9	3.3	26.6
Female	26,968	32.4	21.5	16.8	1.6	27.7

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding and missing data, detail may not add to totals. Estimates by Indian school type exclude the data from 75 principal questionnaires (representing a weighted total of 508 principals) without matching school questionnaire data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table B25— Mean and standard deviation of students per full-time-equivalent (FTE) teacher at various grade levels, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Total (Grades K-12) ²	
		Mean	Std. Dev.
TOTAL	15,111	15.2	4.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	170	13.8	4.1
Region			
East	19	10.7	2.4
Northern plains	47	11.8	3.8
Northwest	11	10.9	2.8
Southwest	91	15.3	3.7
South central	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	437	13.1	3.2
Region			
East	36	15.3	3.9
Northern plains	57	11.0	3.1
Northwest	59	13.4	3.7
Southwest	48	16.6	2.3
South central	196	12.8	2.2
Alaska	41	11.1	2.4
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	14,504	15.3	4.6
Region			
East	7,781	15.4	3.6
Northern plains	2,529	12.8	3.9
Northwest	1,424	14.7	5.1
Southwest	1,340	21.8	4.7
South central	1,415	13.1	2.8
Alaska	15	17.4	8.3

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²Includes kindergarten through 12th grade and equivalent ungraded schooling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B26— Percentage of total, continuing, and newly hired full-time-equivalent (FTE) teaching staff certified in their field of assignment, by district and Indian school type,¹ and region: 1993-94

Teacher characteristics	Total FTE teaching staff	All teachers	Continuing	Newly hired
TOTAL	2,437,552	97.4	98.3	86.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	2,766	94.0	94.6	89.8
Region				
East	135	95.0	96.4	89.6
Northern plains	990	97.1	97.4	94.4
Northwest	133	97.4	97.8	95.7
Southwest	1,451	91.3	92.1	85.8
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	23,879	97.6	98.4	90.2
Region				
East	4,317	99.5	100.0	90.5
Northern plains	3,229	99.2	99.8	94.7
Northwest	2,725	98.3	98.6	94.7
Southwest	4,546	91.4	93.4	79.2
South central	7,035	99.3	99.7	94.0
Alaska	2,026	99.6	99.6	99.6
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,410,908	97.4	98.3	86.4
Region				
East	1,546,012	98.0	98.6	89.4
Northern plains	190,030	99.3	99.6	96.0
Northwest	144,259	98.5	99.1	91.6
Southwest	276,560	95.4	97.3	76.1
South central	248,197	94.2	96.3	77.8
Alaska	5,849	99.9	100.0	99.5

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B27— Percentage of specified criteria required of applicants and used for hiring decisions for teachers in public school districts and Indian schools, by district and Indian school type, and region: 1993-94

District characteristics ¹	Certification type				Approved teacher ed. program graduate	Complete special knowledge test		
	Total districts	Full standard	Emergency/ temporary	College major or minor		District test	State test	National Teachers Examination
TOTAL	15,111	83.2	67.3	66.8	71.8	2.1	48.8	30.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	170	80.1	52.8	66.5	67.1	17.8	43.2	29.6
Region								
East	19	32.6	21.7	21.7	27.2	10.9	21.9	21.7
Northern plains	47	86.9	50.0	74.0	73.9	2.1	8.7	2.1
Northwest	11	90.9	36.2	63.8	72.5	9.0	27.2	9.0
Southwest	91	85.7	62.7	71.4	70.4	28.6	67.0	48.3
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	437	80.3	62.9	68.1	78.1	0.7	57.9	21.0
Region								
East	36	100.0	57.0	65.9	88.2	0.0	48.2	23.8
Northern plains	57	75.3	59.3	86.2	85.7	2.9	29.0	7.8
Northwest	59	86.6	53.1	81.2	78.3	0.0	31.7	50.6
Southwest	48	81.5	49.5	66.8	63.8	0.0	71.6	34.0
South central	196	78.8	74.8	69.3	79.5	0.7	84.8	16.7
Alaska	41	66.5	46.5	22.0	68.5	0.0	0.0	0.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	14,504	83.3	67.6	66.8	71.7	2.0	48.6	31.0
Region								
East	7,781	86.6	65.5	68.5	69.6	2.2	44.2	43.2
Northern plains	2,529	88.1	62.3	78.2	80.4	2.0	30.0	10.3
Northwest	1,424	80.8	60.1	61.3	71.1	1.4	34.9	34.4
Southwest	1,340	78.8	80.7	49.3	63.9	2.6	84.7	21.9
South central	1,415	63.8	84.6	59.8	75.8	0.7	86.9	7.0
Alaska	15	66.2	42.1	22.5	78.2	0.0	0.0	0.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B28— Percentage of approved teaching positions filled, by whom filled, and withdrawn, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total positions	Positions filled	Positions filled by			Positions withdrawn
			Newly hired teachers	Continuing teachers	Positions vacant/substitute	
TOTAL	2,516,512	99.2	9.2	90.6	0.2	0.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	3,019	88.1	13.6	76.6	1.9	0.2
Region						
East	143	38.1	9.1	29.0	0.1	0.0
Northern plains	1,044	88.9	12.9	78.4	2.0	0.4
Northwest	141	89.0	20.3	70.6	1.9	0.0
Southwest	1,633	97.5	14.0	86.0	2.2	0.2
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	24,602	99.1	9.7	90.3	0.3	0.1
Region						
East	4,343	99.9	5.2	94.7	0.1	0.0
Northern plains	3,293	98.3	13.5	86.5	0.5	0.2
Northwest	2,790	99.5	10.2	89.8	0.2	0.2
Southwest	5,011	98.4	14.4	85.6	1.1	0.1
South central	7,128	99.2	6.5	93.5	0.2	0.1
Alaska	2,037	99.7	17.4	82.6	0.0	0.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	2,488,892	99.3	9.2	90.8	0.2	0.0
Region						
East	1,584,966	99.5	7.6	92.3	0.2	0.0
Northern plains	192,258	99.5	10.1	89.9	0.2	0.0
Northwest	147,700	99.1	11.8	88.2	0.2	0.1
Southwest	292,855	98.5	10.0	90.0	0.4	0.0
South central	265,252	99.4	12.6	87.4	0.2	0.1
Alaska	5,860	98.9	8.3	91.7	0.0	0.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B29— Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
TOTAL	80,893	6.4	5.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	170	95.2	95.2
Community type			
Urban	8	87.6	87.6
Suburban	5	80.0	80.0
Rural-small town	157	96.0	96.0
Region			
East	19	94.0	94.0
Northern plains	47	93.4	93.4
Northwest	11	81.9	81.9
Southwest	91	97.8	97.8
South central	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	1,244	70.3	70.3
Community type			
Urban	44	61.4	61.4
Suburban	29	61.7	61.7
Rural-small town	1,171	70.8	70.8
Region			
East	83	59.7	59.7
Northern plains	157	49.1	49.1
Northwest	147	78.6	78.6
Southwest	209	74.6	74.6
South central	399	80.4	80.4
Alaska	248	62.5	62.5
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	79,479	5.3	4.1
Community type			
Urban	19,140	7.0	5.6
Suburban	21,883	4.9	4.1
Rural-small town	38,456	4.6	3.4

See footnotes at end of table.

Table B29— Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1993-94—Continued

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
Region			
East	46,995	2.5	1.4
Northern plains	8,852	5.1	4.0
Northwest	6,719	10.4	9.7
Southwest	9,429	8.8	8.6
South central	7,254	12.6	9.7
Alaska	230	41.9	41.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B30— Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	General elementary	Special ed.	English	Math	Physical science	Biology/ life science	Foreign language	Bilingual ed./ESL
TOTAL	80,893	42.2	33.0	16.4	13.0	17.3	10.8	10.5	9.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	170	55.5	42.9	15.0	12.0	16.9	13.9	6.0	11.3
Community type									
Urban	8	12.9	25.4	24.9	0.0	12.4	0.0	0.0	0.0
Suburban	5	80.0	0.0	20.0	20.0	20.0	20.0	0.0	0.0
Rural-small town	156	56.9	45.2	14.4	12.3	17.0	14.4	6.5	12.3
Region									
East	19	50.6	77.5	11.1	5.6	17.4	0.0	0.0	0.0
Northern plains	47	58.9	36.9	17.7	22.0	19.7	22.1	6.5	13.1
Northwest	11	18.1	18.5	27.2	9.0	27.2	9.0	0.0	0.0
Southwest	91	60.5	41.8	12.2	7.7	13.3	11.2	7.8	13.2
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	1,244	39.9	30.3	21.4	11.8	15.6	11.1	11.9	10.1
Community type									
Urban	44	59.2	18.1	23.3	4.6	13.0	13.0	0.0	13.5
Suburban	29	59.7	41.2	0.0	0.0	21.2	11.4	12.0	0.0
Rural-small town	1,171	38.7	30.5	21.8	12.4	15.5	11.1	12.3	10.2
Region									
East	83	46.9	20.4	10.2	7.3	10.4	10.4	7.5	0.0
Northern plains	157	36.0	42.3	19.3	14.2	21.0	10.0	11.0	5.6
Northwest	147	51.7	37.6	26.7	11.8	24.5	5.9	9.4	10.9
Southwest	209	51.2	47.4	29.5	19.4	24.1	21.1	17.3	22.9
South central	399	31.5	16.9	18.7	6.7	8.1	6.7	17.4	5.1
Alaska	248	36.9	29.2	20.7	13.8	13.3	14.0	2.0	13.1
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	79,479	42.2	33.0	16.3	13.0	17.3	10.8	10.5	9.5
Community type									
Urban	19,140	46.7	37.3	14.3	12.4	16.4	11.2	10.8	14.5
Suburban	21,883	45.0	33.2	17.3	14.9	17.8	11.1	11.3	10.4
Rural-small town	38,456	38.5	30.7	16.8	12.2	17.5	10.4	9.9	6.5

See footnotes at end of table.

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Table B30— Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1993-94—Continued

School characteristics	Total schools	General elementary	Special ed.	English	Math	Physical science	Biology/ life science	Foreign language	Bilingual ed./ESL
Region									
East	46,996	42.6	33.0	16.3	13.0	16.6	10.4	11.2	6.0
Northern plains	8,852	32.8	25.7	13.6	11.4	14.0	8.4	9.8	4.1
Northwest	6,719	36.6	28.8	17.4	11.2	15.9	11.8	9.0	0.8
Southwest	9,429	47.8	36.9	16.1	13.1	18.0	12.4	8.1	2.4
South central	7,254	49.5	40.7	19.5	15.9	26.1	13.2	11.0	2.3
Alaska	230	36.6	34.9	12.5	13.7	14.3	6.5	6.3	2.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Indian School Questionnaires).

Table B31— Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	General elementary	Special ed.	English	Math	Physical science	Biology/ life science	Foreign language	Bilingual ed./ESL
TOTAL	80,893	2.2	20.4	3.7	17.3	14.0	15.3	26.0	27.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	170	8.5	44.3	8.0	24.8	7.1	30.2	50.0	26.4
Community type									
Urban	8	0.0	51.0	0.0	0.0	0.0	0.0	0.0	0.0
Suburban	5	25.0	0.0	100.0	100.0	100.0	100.0	0.0	0.0
Rural-small town	156	7.9	44.3	4.6	20.9	3.9	27.1	50.0	26.4
Region									
East	19	0.0	70.4	0.0	0.0	0.0	0.0	0.0	0.0
Northern plains	47	3.8	40.9	12.6	11.3	29.7	39.5	67.1	50.3
Northwest	11	50.0	0.0	33.3	33.3	100.0	100.0	0.0	0.0
Southwest	91	10.9	39.5	0.0	0.0	14.2	20.0	42.7	16.6
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	1,244	3.0	25.8	1.5	10.7	8.0	7.5	31.1	18.8
Community type									
Urban	44	26.2	27.8	0.0	0.0	0.0	0.0	0.0	66.0
Suburban	29	28.0	27.5	0.0	0.0	0.0	0.0	0.0	0.0
Rural-small town	1,171	0.7	25.7	1.5	10.9	8.5	8.0	31.9	16.5
Region									
East	83	7.4	45.7	0.0	0.0	0.0	0.0	45.5	0.0
Northern plains	157	0.0	31.6	0.0	5.6	37.6	53.7	31.1	0.0
Northwest	147	0.0	13.7	0.0	24.7	15.5	0.0	67.0	36.1
Southwest	209	11.1	28.2	3.2	9.4	11.7	4.4	41.9	34.2
South central	399	0.0	35.1	0.0	0.0	0.0	0.0	19.3	7.3
Alaska	248	0.0	13.1	3.9	0.0	0.0	0.0	0.0	0.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	79,479	2.1	20.2	3.8	17.4	14.1	15.3	25.9	27.4
Community type									
Urban	19,140	3.4	23.9	3.4	25.6	23.1	26.0	27.6	33.3
Suburban	21,883	1.2	18.2	4.0	16.3	9.2	12.5	16.9	16.6
Rural-small town	38,456	2.0	19.2	3.8	14.0	12.8	11.3	30.8	30.6

See footnotes at end of table.

Table B31— Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1993-94—Continued

School characteristics	Total schools	General elementary	Special ed.	English	Math	Physical science	Biology/life science	Foreign language	Bilingual ed./ESL
Region									
East	46,996	1.8	18.0	3.0	13.1	16.1	16.3	22.6	13.8
Northern plains	8,852	1.4	18.7	0.2	8.0	22.8	10.8	28.5	28.7
Northwest	6,719	1.1	18.0	2.4	10.9	10.8	6.5	22.3	26.6
Southwest	9,429	2.5	27.9	5.2	14.6	21.1	15.7	39.2	37.9
South central	7,254	4.7	25.5	10.7	23.9	20.1	20.8	35.0	39.1
Alaska	230	0.0	7.9	8.1	10.9	4.1	22.6	31.9	26.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Indian School Questionnaires).

Table B32— Percentage of public school districts and Indian schools with free retraining available to staff members preparing to teach in fields with current or anticipated shortages, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Any field	Special ed	Math	Bilingual ed./ESL	Physical science	Computer science	Bio./Life science	Foreign language	Voc. ed.	Other fields
TOTAL	15,111	19.2	12.3	11.5	10.3	9.3	9.7	9.3	6.2	6.6	0.9
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	170	39.6	29.0	29.0	21.1	20.5	26.4	21.8	8.0	5.3	3.9
Region											
East	19	29.2	14.6	14.6	14.6	0.0	14.6	0.0	0.0	0.0	0.0
Northern plains	47	31.2	19.1	19.2	12.0	14.4	19.2	14.4	7.3	7.2	4.8
Northwest	11	39.8	39.8	30.0	10.0	29.9	39.8	10.0	19.9	10.0	0.0
Southwest	91	44.0	33.0	34.2	27.5	23.2	28.6	27.6	7.8	4.5	4.4
South central	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	437	22.3	16.0	13.5	11.7	8.4	12.8	9.9	4.5	6.4	0.4
Region											
East	36	8.0	8.0	0.0	0.0	0.0	0.0	0.0	2.8	0.0	0.0
Northern plains	57	16.3	12.8	8.8	3.5	5.2	6.6	8.8	3.1	8.8	3.5
Northwest	59	29.6	17.2	21.3	13.6	15.4	27.9	19.5	1.8	9.9	0.0
Southwest	48	44.1	25.8	25.2	40.0	12.4	25.5	12.4	17.0	5.9	0.0
South central	196	17.2	13.0	10.6	9.5	6.4	7.2	6.4	2.8	3.5	0.0
Alaska	41	31.1	28.5	20.0	7.7	14.8	22.9	20.0	5.2	17.4	0.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	14,504	18.9	12.0	11.2	10.1	9.2	9.5	9.1	6.2	6.6	0.9
Region											
East	7,781	17.4	12.7	11.2	6.7	9.2	9.4	9.1	6.5	6.7	1.1
Northern plains	2,529	11.5	6.4	7.7	3.9	6.6	7.0	6.7	4.3	6.0	0.8
Northwest	1,424	19.5	14.5	12.2	9.2	9.4	10.8	9.8	4.5	5.4	0.7
Southwest	1,340	35.6	12.7	15.0	31.9	12.8	11.0	12.1	6.9	6.5	0.4
South central	1,415	24.5	15.4	13.2	20.0	10.0	11.5	10.4	9.0	8.9	0.3
Alaska	15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B33— Percentage of public school districts and Indian schools that used teacher pay incentives to recruit or retain teachers in fields with shortages, and types of incentives offered, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives in districts using incentives		
			Bonuses	Different step on salary schedule	Other salary increase
TOTAL	15,111	10.4	18.4	47.5	40.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	170	28.4	30.4	74.5	25.5
Region					
East	19	29.2	50.0	50.0	0.0
Northern plains	47	33.4	21.6	71.6	14.0
Northwest	11	10.0	0.0	100.0	0.0
Southwest	91	27.5	32.0	76.1	32.0
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	437	8.2	8.9	23.9	67.2
Region					
East	36	0.0	0.0	0.0	0.0
Northern plains	57	14.8	0.0	27.8	72.2
Northwest	59	6.1	27.9	72.1	0.0
Southwest	48	8.3	0.0	0.0	100.0
South central	196	7.7	7.5	0.0	92.4
Alaska	41	11.5	22.5	77.5	0.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	14,504	10.3	18.2	47.3	40.2
Region					
East	7,781	7.5	11.9	61.1	34.4
Northern plains	2,529	9.1	3.1	81.3	17.8
Northwest	1,424	7.1	6.1	72.4	31.6
Southwest	1,340	15.7	35.1	24.7	43.5
South central	1,415	25.8	31.6	9.7	64.2
Alaska	15	0.0	0.0	0.0	0.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B34— Percentage of public school districts and Indian schools that used teacher pay incentives for completion of inservice training, college credit, or other purposes, and types of incentives offered, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives for inservice training and college credit			
			Bonuses	Different step on salary schedule	Other salary increase	Other purposes
TOTAL	15,111	45.1	14.4	69.7	23.2	85.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	170	62.5	5.3	94.8	7.4	68.3
Region						
East	19	43.2	32.5	67.5	33.8	32.5
Northern plains	47	66.5	10.7	89.4	3.5	89.1
Northwest	11	30.3	0.0	100.0	0.0	100.0
Southwest	91	66.0	1.7	98.3	8.4	58.2
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	—
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	437	32.2	9.1	72.8	21.1	79.1
Region						
East	36	20.8	20.0	53.0	26.9	85.3
Northern plains	57	47.8	22.3	61.5	16.2	80.2
Northwest	59	42.9	6.2	85.9	13.7	88.5
Southwest	48	59.1	0.0	85.1	24.7	67.0
South central	196	15.0	12.4	49.1	38.6	82.5
Alaska	41	55.7	0.0	93.6	6.4	76.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	14,504	45.3	14.7	69.3	23.4	86.1
Region						
East	7,781	47.2	12.5	66.8	28.7	86.7
Northern plains	2,529	44.8	16.6	72.8	19.7	88.7
Northwest	1,424	47.8	14.2	83.5	9.8	87.9
Southwest	1,340	64.6	15.2	72.1	16.8	82.5
South central	1,415	14.6	44.1	34.4	23.6	72.9
Alaska	15	67.3	0.0	100.0	10.0	72.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B35— Percentage of public school districts and Indian schools with teacher layoffs and full-time-equivalent (FTE) teachers laid off at end of 1992-93 school year, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units experiencing layoff
TOTAL	15,111	13.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	170	12.5
Region		
East	19	0.0
Northern plains	47	9.6
Northwest	11	10.0
Southwest	91	15.4
South central	—	—
Alaska	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	437	19.3
Region		
East	36	33.9
Northern plains	57	20.8
Northwest	59	20.6
Southwest	48	16.3
South central	196	14.5
Alaska	41	29.2
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	14,504	13.1
Region		
East	7,781	15.0
Northern plains	2,529	14.6
Northwest	1,424	14.7
Southwest	1,340	4.6
South central	1,415	5.8
Alaska	15	34.7

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B36— Percentage distribution of student race-ethnicity, by Indian school type, community type, and region: 1993-94

Student characteristics	Total students	American Indian/ Alaska Native	White, non-Hispanic	All other races
TOTAL	41,660,743	1.2	67.3	31.6
INDIAN SCHOOL TYPE				
BIA/tribal school	46,080	97.6	—	—
Public, high Indian enrollment	293,799	57.4	35.0	7.5
Public, low Indian enrollment	41,150,972	0.7	67.5	31.9
COMMUNITY TYPE				
Urban	11,931,292	28.2	17.4	52.6
Suburban	12,935,558	12.7	34.2	25.0
Rural-small town	16,793,893	59.0	48.4	22.4
REGION				
East	25,234,520	0.4	69.7	30.0
Northern plains	3,462,646	1.5	89.0	9.5
Northwest	3,788,639	2.4	73.9	23.6
Southwest	5,198,040	2.8	47.9	49.2
South central	3,849,767	1.7	51.4	47.0
Alaska	127,130	23.9	66.0	10.1

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

**Table B37— Linguistic characteristics of students, by Indian school type, and selected race-ethnicity:
1993-94**

Student characteristics	Total students	Language besides English spoken in home	Limited English proficient
TOTAL	41,660,743	9.9	6.1
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	46,080	34.2	27.5
Race-ethnicity			
American Indian/Alaska Native	44,981	35.1	28.1
White, non-Hispanic	—	—	—
All other races	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	293,799	10.4	13.4
Race-ethnicity			
American Indian/Alaska Native	168,755	16.4	20.9
White, non-Hispanic	102,935	0.0	2.3
All other races	22,109	13.9	7.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	41,150,972	9.9	6.0
Race-ethnicity			
American Indian/Alaska Native	276,290	0.6	2.4
White, non-Hispanic	27,763,322	1.1	0.9
All other races	13,111,360	28.8	17.0

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

**Table B38—Percentage of students receiving academic and support services from their schools, by Indian school type, and selected race-ethnicity:
1993-94**

Student characteristics	Total students	Free/reduced price lunch	Gifted/talented program	Remedial education	Chapter 1	ESL or bilingual	IDEA services
TOTAL	41,660,743	32.9	6.7	8.2	13.1	4.4	10.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	46,080	90.3	8.9	7.8	41.0	31.2	17.1
Race-ethnicity							
American Indian/Alaska Native	44,981	90.1	8.7	8.0	41.7	31.5	17.5
White, non-Hispanic	—	—	—	—	—	—	—
All other races	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	293,799	58.7	6.1	9.4	23.3	12.0	8.5
Race-ethnicity							
American Indian/Alaska Native	168,755	70.1	4.5	10.9	30.1	18.8	10.3
White, non-Hispanic	102,935	38.1	8.8	6.3	12.3	0.8	6.9
All other races	22,109	67.0	5.3	11.9	22.1	11.9	2.1
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	41,150,972	32.6	6.7	8.1	13.0	4.4	10.5
Race-ethnicity							
American Indian/Alaska Native	276,290	30.5	0.3	10.4	11.1	0.1	19.4
White, non-Hispanic	27,763,322	20.1	7.2	7.0	6.6	0.3	10.4
All other races	13,111,360	59.2	5.7	10.4	26.7	13.0	10.5

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

**Table B.99— Percentage of students receiving counseling services from their schools, by Indian school type, and selected race-ethnicity:
1993-94**

Student characteristics	Total students	Type of counseling services received					
		School/Academic	Career	Family	Alcohol/drug	Psychological/Health	American Indian/AK Native
TOTAL	41,660,743	41.0	20.5	3.6	4.2	2.9	0.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	46,080	47.6	14.6	5.8	16.8	2.8	8.3
Race-ethnicity							
American Indian/Alaska Native	44,981	47.0	13.2	5.8	17.0	2.8	8.5
White, non-Hispanic	—	—	—	—	—	—	—
All other races	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	293,799	47.9	26.6	5.0	6.7	3.1	8.2
Race-ethnicity							
American Indian/Alaska Native	168,755	48.7	28.3	6.5	9.6	3.5	13.8
White, non-Hispanic	102,935	49.9	25.9	3.5	2.8	1.9	0.7
All other races	22,109	32.9	16.7	0.1	2.7	6.2	0.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	41,150,972	41.0	20.6	3.6	4.1	2.9	0.2
Race-ethnicity							
American Indian/Alaska Native	276,290	34.8	8.0	2.0	1.6	8.5	7.1
White, non-Hispanic	27,763,322	42.1	23.3	2.8	3.8	2.6	0.2
All other races	13,111,360	38.9	15.0	5.4	5.0	3.5	0.0

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Student Records Questionnaire).

Table B40— Percentage of students dropping out or withdrawing from school or retained in grade, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Dropped out/ withdrawn	Retained in grade
TOTAL	41,660,743	2.7	6.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	46,080	9.5	11.7
Race-ethnicity			
American Indian/Alaska Native	44,981	9.7	11.9
White, non-Hispanic	—	—	—
All other races	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	293,799	4.5	6.3
Race-ethnicity			
American Indian/Alaska Native	168,755	5.4	7.5
White, non-Hispanic	102,935	2.2	3.3
All other races	22,109	8.6	10.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	41,150,972	2.7	6.5
Race-ethnicity			
American Indian/Alaska Native	276,290	0.7	24.0
White, non-Hispanic	27,763,322	1.7	4.6
All other races	13,111,360	4.6	10.2

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table B41— Among secondary school students from selected race-ethnic groups, the percentage currently enrolled in particular mathematics and science courses in their schools: 1993-94

Course description	Total students	American Indian/ Alaska Native	White, non-Hispanic	All other races
MATHEMATICS COURSES				
Remedial math	1,109,178	3.8	4.0	11.5
General or regular math	4,699,075	58.5	23.5	31.2
Business or consumer math	371,138	1.4	2.1	2.0
Pre-algebra/enriched math	1,768,311	13.4	11.1	6.5
Geometry	2,116,819	4.2	11.9	11.7
Algebra I	3,049,000	7.3	16.3	18.9
Algebra II/Trigonometry	1,683,401	3.7	11.7	3.9
Pre-calculus	595,175	—	3.4	3.1
Calculus	126,970	—	0.8	0.4
Not enrolled in math course	1,761,577	5.3	11.1	6.8
SCIENCE COURSES				
General science	15,443,045	47.2	18.9	30.6
Earth/environmental science	2,360,442	10.1	15.7	7.1
Physical science	2,335,383	6.0	10.6	18.8
Biology/anatomy	3,330,530	10.8	19.2	17.3
Chemistry	1,370,698	2.9	8.6	5.5
Physics	554,505	1.1	3.8	1.4
Not enrolled in science course	2,537,833	7.0	14.7	13.0

— Too few cases for a reliable estimate.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table B42— Among secondary school students from selected race-ethnic groups, the percentages who receive instruction and counseling from an American Indian and Alaska Native educator, and who have ever enrolled in courses with special American Indian and Alaska Native emphasis: 1993-94

Course description	Total students	All students	American Indian/ Alaska Native	White, non-Hispanic	All other races
ENROLLED IN COURSE TAUGHT BY AMERICAN INDIAN/ALASKA NATIVE					
	53,391	27.3	27.3	(*)	(*)
RECEIVE COUNSELING FROM AMERICAN INDIAN/ALASKA NATIVE COUNSELOR					
	39,309	20.1	20.1	(*)	(*)
EVER ENROLLED IN AMERICAN INDIAN AND ALASKA NATIVE COURSES					
Indian history	132,910	0.7	8.2	0.9	0.0
Indian language	40,120	0.2	6.9	0.2	0.0
Indian culture	18,181	0.1	8.6	(#)	0.0
Indian arts and crafts	14,722	0.1	6.7	(#)	—
Tribal/Native village government	5,925	(#)	3.0	—	0.0
Multicultural education with Indian emphasis	17,575	0.1	2.2	0.1	0.0
Social studies with Indian emphasis	518,639	2.9	7.4	2.8	3.0
Integrated course	2,018,981	11.2	19.0	13.7	5.0
Never enrolled in these types of courses	15,319,296	85.2	68.8	82.6	92.0

— Too few cases for a reliable estimate.

Estimate less than 0.05.

* This item completed by American Indian and Alaska Native students only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table B44— Among students identified as limited English proficient, the percent taught by American Indian and Alaska Native teachers, receiving ESL or bilingual education programs, and attending schools with diagnostic and prescriptive services, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Taught by Indian teacher	Individual services received			Diagnostic/prescriptive services available
			ESL services	Bilingual education	No language services received	
TOTAL	2,529,996	52.4	55.5	34.2	34.8	85.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	12,656	62.6	18.9	48.6	45.1	90.3
Race-ethnicity						
American Indian/Alaska Native	12,625	62.6	18.9	48.5	45.2	90.5
White, non-Hispanic	(*)	(+)	(*)	(*)	(*)	(*)
All other races	(*)	(+)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	39,245	58.5	27.0	39.7	45.8	86.8
Race-ethnicity						
American Indian/Alaska Native	35,240	58.5	26.8	43.9	43.1	88.6
White, non-Hispanic	—	(+)	—	—	—	—
All other races	1,611	(+)	70.1	—	23.7	80.2
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	2,473,562	0.5	56.3	34.1	34.5	85.4
Race-ethnicity						
American Indian/Alaska Native	6,619	—	—	—	—	—
White, non-Hispanic	239,830	(+)	27.3	3.7	69.0	76.2
All other races	2,227,113	(+)	59.5	37.5	30.6	86.1

— Too few cases for a reliable estimate.

+This item completed for American Indian and Alaska Native students only.

*Few non-American Indian and Alaska Native students attend BIA and tribal schools.

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School and Student Records Questionnaires).

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Table B45—Percentage of students with selected educational outcomes: 1993-94

Student outcomes	Total students	All students	American Indian/ Alaska Native	Enrolled in recognized tribe	White non-Hispanic
TOTAL	41,660,743	100.0	100.0	100.0	100.0
GRADE POINT AVERAGE¹					
3.1 and higher	2,998,464	25.7	18.7	19.2	31.8
2.1 to 3.0	4,039,947	34.6	41.2	43.3	35.6
2.0 and below	4,624,991	39.6	40.1	37.5	32.6
AP COURSE COMPLETION¹					
Taken 1 or more	1,329,963	11.4	4.9	6.2	13.5
Never taken AP course	10,333,438	88.6	95.1	93.8	86.5
TRANSCRIPT REQUESTS¹					
1 or more sent to college	1,305,860	11.2	9.5	11.9	13.0
None sent	10,357,542	88.8	90.5	88.1	87.0
GIFTED/TALENTED					
Identified for program	2,784,111	6.7	2.5	5.2	7.2
Not identified	38,876,631	93.3	97.5	94.8	92.8
GRADE RETENTION					
Never retained in grade	33,767,901	81.0	67.8	79.8	83.5
Retained 1 or more times	2,698,827	6.5	17.2	8.9	4.5
Unknown	5,194,014	12.5	15.0	11.2	11.9
SUBSTANCE ABUSE					
Never suspended/expelled	41,317,967	99.2	99.4	98.5	99.2
Suspended/expelled 1+ times	342,775	0.8	0.6	1.5	0.8

¹Responses are based on students in grade nine and higher (N=11,663,402).

NOTE: Because of rounding and missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

APPENDIX C • TABLES OF STANDARD ERRORS

Table C1— Standard errors for Table B1: Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
TOTAL	182.7	0.00	393,745.6	0.00	4.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	3.1	0.00	265.1	0.00	3.1
School level					
Elementary	3.1	0.55	266.3	0.26	3.3
Secondary	0.1	0.24	11.4	0.10	0.7
Combined	0.0	0.31	0.0	0.16	0.0
School size					
Less than 100	3.1	1.38	255.9	0.56	1.0
100 to 499	0.2	1.19	34.5	0.39	0.2
500 or more	0.0	0.19	0.0	0.17	0.0
Community type					
Urban	0.0	0.09	0.0	0.02	0.0
Suburban	0.0	0.05	0.0	0.02	0.0
Rural-small town	3.1	0.14	265.1	0.04	3.4
Region					
East	3.1	1.64	265.2	0.57	14.4
Northern plains	0.0	0.51	1.6	0.20	0.1
Northwest	0.0	0.12	0.0	0.02	0.0
Southwest	0.0	0.99	0.0	0.34	0.0
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	39.7	0.00	12,049.5	0.00	6.9
School level					
Elementary	33.5	1.69	9,996.0	1.56	8.5
Secondary	21.1	1.53	5,715.6	1.52	15.3
Combined	12.1	0.92	2,071.8	0.59	10.2
School size					
Less than 100	26.9	1.98	1,415.6	0.48	2.5
100 to 499	35.8	2.00	9,939.0	2.14	6.3
500 or more	12.9	1.00	8,781.9	2.14	18.5
Community type					
Urban	11.6	0.90	3,550.5	1.03	46.1
Suburban	8.3	0.68	2,177.9	0.66	41.1
Rural-small town	39.8	1.03	11,362.9	1.22	7.2

See footnotes at end of table.

Table C1— Standard errors for Table B1: Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
Region					
East	14.2	1.14	4,907.3	1.51	35.6
Northern plains	19.3	1.50	5,296.8	1.54	22.0
Northwest	15.2	1.23	5,390.9	1.50	18.0
Southwest	8.1	0.79	5,094.0	1.45	24.1
South central	29.0	1.69	7,724.2	1.86	9.4
Alaska	13.6	0.92	2,703.7	0.84	9.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	176.9	0.00	389,653.0	0.00	4.7
School level					
Elementary	200.9	0.21	309,460.2	0.35	5.1
Secondary	158.1	0.18	182,557.2	0.32	7.2
Combined	157.1	0.20	51,443.5	0.13	11.5
School size					
Less than 100	265.6	0.33	16,496.9	0.04	1.9
100 to 499	559.2	0.70	178,218.2	0.61	2.1
500 or more	547.7	0.68	488,746.9	0.61	5.5
Community type					
Urban	265.2	0.33	277,518.5	0.62	11.8
Suburban	376.6	0.47	325,911.5	0.69	9.2
Rural-small town	317.3	0.38	215,105.8	0.44	4.6
Region					
East	144.6	0.10	241,818.1	0.35	4.7
Northern plains	62.6	0.07	55,060.5	0.12	6.1
Northwest	27.5	0.04	49,716.6	0.13	7.2
Southwest	77.0	0.09	175,502.0	0.36	17.4
South central	53.7	0.06	147,640.3	0.32	18.3
Alaska	13.0	0.02	5,908.0	0.01	20.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C2— Standard errors for Table B2: Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1993-94

Student characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
TOTAL	393,745.6	0.10	0.10	0.02	0.14	0.37	0.27	0.41
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	265.1	0.01	0.01	0.01	0.00	0.00	0.00	0.01
School level								
Elementary	266.3	0.03	0.03	0.02	0.00	0.00	0.00	0.02
Secondary	11.4	0.00	0.00	0.00	0.00	0.00	0.00	
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size								
Less than 100	255.9	0.45	0.45	0.08	0.00	0.00	0.00	0.08
100 to 499	34.5	0.00	0.00	0.01	0.00	0.00	0.00	0.00
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type								
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	265.1	0.01	0.01	0.01	0.00	0.00	0.00	0.01
Region								
East	265.2	0.20	0.20	0.31	0.00	0.00	0.00	0.00
Northern plains	1.6	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	12,049.5	0.35	0.35	1.23	0.05	0.53	0.35	1.16
School level								
Elementary	9,996.0	0.40	0.40	1.61	0.07	0.57	0.50	1.60
Secondary	5,715.6	0.81	0.81	2.64	0.06	1.21	0.39	2.04
Combined	2,071.8	0.76	0.76	3.00	0.00	2.49	0.18	2.28
School size								
Less than 100	1,415.6	1.36	1.36	2.79	0.03	0.27	0.30	2.70
100 to 499	9,939.0	0.37	0.37	1.28	0.09	0.49	0.37	1.21
500 or more	8,781.9	0.82	0.82	2.48	0.06	1.43	0.94	2.38
Community type								
Urban	3,550.5	0.62	0.62	2.57	1.64	3.21	2.82	3.58
Suburban	2,177.9	6.50	6.50	4.70	0.09	1.70	2.00	5.31
Rural-small town	11,362.9	0.34	0.34	1.27	0.02	0.57	0.37	1.22

See footnotes at end of table.

Table C2— Standard errors for Table B2: Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Student characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
Region								
East	4,907.3	0.97	0.97	3.55	0.03	0.07	2.37	3.99
Northern plains	5,296.8	0.78	0.78	3.56	0.05	0.14	0.07	3.47
Northwest	5,390.9	0.69	0.69	3.37	0.06	2.37	0.04	2.68
Southwest	5,094.0	0.98	0.98	3.03	0.03	1.47	0.10	1.80
South central	7,724.2	0.69	0.69	1.03	0.03	0.18	0.66	1.09
Alaska	2,703.7	0.49	0.49	2.84	0.47	0.24	0.55	2.27
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	389,653.0	0.10	0.10	0.02	0.14	0.37	0.27	0.42
School level								
Elementary	309,460.2	0.15	0.15	0.03	0.20	0.54	0.39	0.62
Secondary	182,557.2	0.09	0.09	0.02	0.19	0.46	0.36	0.50
Combined	51,443.4	0.53	0.53	0.09	0.27	1.03	0.95	1.39
School size								
Less than 100	16,496.9	0.51	0.51	0.09	0.12	0.78	2.45	2.25
100 to 499	178,218.2	0.13	0.13	0.04	0.10	0.59	0.46	0.76
500 or more	488,746.9	0.14	0.14	0.02	0.20	0.49	0.36	0.59
Community type								
Urban	277,518.5	0.15	0.15	0.03	0.30	0.93	0.75	0.94
Suburban	325,911.5	0.19	0.19	0.02	0.27	0.58	0.58	0.83
Rural-small town	215,105.8	0.15	0.15	0.04	0.07	0.43	0.27	0.43
Region								
East	241,818.1	0.12	0.12	0.01	0.13	0.22	0.41	0.47
Northern plains	55,060.5	0.15	0.15	0.08	0.15	0.21	0.60	0.73
Northwest	49,716.6	0.14	0.14	0.07	0.15	0.32	0.20	0.47
Southwest	175,502.0	0.24	0.24	0.08	0.78	1.44	0.59	1.59
South central	147,640.3	0.40	0.40	0.07	0.16	2.13	0.74	1.94
Alaska	5,908.0	0.39	0.39	0.32	0.27	0.10	0.31	0.57

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C3— Standard errors for Table B3: Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total schools	FSL	Bilingual education	Remedial math	Remedial reading	Disabled student program	Gifted/talented	Chapter 1
TOTAL	182.7	0.61	0.50	0.53	0.72	0.46	0.54	0.48
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	3.1	1.03	0.59	0.19	0.31	0.09	0.44	0.07
School level								
Elementary	3.1	1.27	0.59	0.28	0.45	0.13	0.74	0.13
Secondary	0.1	0.06	0.26	0.04	0.34	0.02	0.11	0.00
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size								
Less than 100	3.1	5.19	2.50	1.16	1.55	0.96	2.90	0.77
100 to 499	0.2	0.09	0.06	0.02	0.07	0.00	0.13	0.02
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type								
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	1.10	0.62	0.20	0.33	0.09	0.49	0.08
Region								
East	3.1	9.82	3.80	2.85	5.92	0.95	3.92	0.94
Northern plains	0.0	0.05	0.03	0.01	0.01	0.00	0.05	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	39.7	1.87	2.54	1.24	1.56	1.20	2.10	1.89
School level								
Elementary	33.5	2.41	3.33	1.65	2.18	1.46	2.77	1.79
Secondary	21.1	3.64	3.62	3.26	3.61	2.63	4.44	4.39
Combined	12.1	3.59	3.76	1.91	3.76	3.17	4.53	4.14
School size								
Less than 100	26.9	3.70	5.52	3.54	4.79	3.32	5.70	4.48
100 to 499	35.8	2.34	3.08	1.62	2.21	1.18	2.28	2.08
500 or more	12.9	4.21	4.36	3.53	4.81	2.62	2.65	3.68

Table C3— Standard errors for Table B3: Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Total schools	ESL	Bilingual education	Remedial math	Remedial reading	Disabled student program	Gifted/talented	Chapter 1
Community type								
Urban	11.6	10.43	10.36	14.17	14.17	0.00	14.86	12.69
Suburban	8.3	10.94	7.35	14.78	9.67	12.77	13.81	12.77
Rural-small town	39.8	1.95	2.64	1.26	1.58	1.25	2.10	1.95
Region								
East	14.2	4.62	0.25	4.71	6.58	7.30	7.19	6.53
Northern plains	19.3	2.63	2.93	3.94	3.90	4.42	5.52	5.93
Northwest	15.2	5.34	6.09	2.21	4.68	2.97	5.46	3.79
Southwest	8.1	3.99	5.24	4.09	4.52	3.99	3.81	3.54
South central	29.0	3.15	4.18	2.89	3.94	1.52	3.08	2.42
Alaska	13.6	4.22	4.17	2.24	3.47	3.03	5.54	4.29
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	176.9	0.62	0.51	0.54	0.74	0.47	0.55	0.50
School level								
Elementary	200.9	0.81	0.72	0.68	1.01	0.59	0.73	0.71
Secondary	158.1	0.71	0.60	0.74	0.80	0.67	0.86	0.70
Combined	157.1	3.30	3.32	1.96	2.28	1.37	3.05	2.75
School size								
Less than 100	265.6	2.18	1.35	2.82	2.82	2.40	2.69	2.49
100 to 499	559.2	0.83	0.78	0.75	1.03	0.72	0.83	0.84
500 or more	547.7	0.96	0.91	0.74	0.97	0.57	0.91	0.99
Community type								
Urban	265.1	1.11	1.48	1.13	1.30	0.98	1.46	1.41
Suburban	376.6	1.21	1.12	1.29	1.42	0.90	1.38	1.20
Rural-small town	317.3	0.78	0.66	0.67	0.95	0.63	0.79	0.81
Region								
East	144.6	0.75	0.48	0.68	0.87	0.47	0.67	0.73
Northern plains	62.6	1.25	0.71	1.27	1.39	1.11	1.34	1.30
Northwest	27.5	1.65	1.23	1.06	1.34	1.47	1.42	1.48
Southwest	77.0	1.98	2.73	2.55	3.21	1.92	2.60	2.34
South central	53.7	2.49	2.67	2.70	2.94	2.06	2.39	2.50
Alaska	13.0	3.10	3.23	3.92	4.29	2.40	2.98	2.98

—Too few cases for reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C4— Standard errors for Table B4: School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total students (K-12)	Eligible for lunch program
TOTAL	393,745.6	0.49
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	265.1	0.09
School level		
Elementary	266.3	0.13
Secondary	11.4	0.01
Combined	0.0	0.00
School size		
Less than 100	255.9	1.14
100 to 499	34.5	0.03
500 or more	0.0	0.00
Community type		
Urban	0.0	0.00
Suburban	0.0	0.00
Rural-small town	265.1	0.09
Region		
East	265.2	1.92
Northern plains	1.6	0.00
Northwest	0.0	0.00
Southwest	0.0	0.00
South central	—	—
Alaska	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	12,049.5	1.30
School level		
Elementary	9,996.0	1.39
Secondary	5,715.6	4.31
Combined	2,071.8	1.99
School size		
Less than 100	1,415.6	3.94
100 to 499	9,939.0	1.60
500 or more	8,781.9	3.00
Community type		
Urban	3,550.5	6.06
Suburban	—	—
Rural-small town	11,362.9	1.37

See footnotes at end of table.

Table C4— Standard errors for Table B4: School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Total students (K-12)	Eligible for lunch program
Region		
East	4,907.3	3.64
Northern plains	5,296.8	4.09
Northwest	5,390.9	4.31
Southwest	5,094.0	3.86
South central	7,724.2	2.47
Alaska	2,703.7	2.01
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	389,653.0	0.50
School level		
Elementary	309,460.2	0.73
Secondary	182,557.2	0.36
Combined	51,443.5	1.64
School size		
Less than 100	16,496.9	1.72
100 to 499	178,218.2	0.64
500 or more	488,746.9	0.67
Community type		
Urban	285,768.4	0.99
Suburban	316,781.4	0.92
Rural-small town	204,584.5	0.57
Region		
East	241,818.1	0.47
Northern plains	55,060.5	0.89
Northwest	49,716.6	0.59
Southwest	175,502.0	2.00
South central	147,640.3	1.80
Alaska	5,908.0	1.33

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C5— Standard errors for Table B5: Average years of instruction in selected core subject areas required for high school graduation, and percentage of schools with graduation requirements in selected other academic areas, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Average years instruction required				Percentage of schools requiring	
		English/ Lang. arts	Mathematics	Social studies	Sciences	Computer science	Foreign languages
TOTAL	70.7	0.01	0.01	0.01	0.01	0.71	0.73
BUREAU OF INDIAN AFFAIRS AND TRIBAL CONTRACT SCHOOLS							
Total	3.1	0.00	0.00	0.00	0.00	0.00	0.00
Region							
East	3.1	0.00	0.00	0.00	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	21.1	0.00	0.03	0.04	0.02	2.93	2.18
Region							
East	12.0	0.00	0.16	0.39	0.05	18.03	16.72
Northern plains	4.5	0.00	0.04	0.04	0.05	4.10	2.13
Northwest	7.3	0.04	0.05	0.07	0.02	7.54	1.49
Southwest	8.3	0.00	0.05	0.04	0.08	5.18	5.31
South central	17.1	0.00	0.06	0.06	0.04	5.00	3.52
Alaska	1.8	0.00	0.05	0.04	0.07	4.41	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	73.8	0.01	0.01	0.01	0.01	0.72	0.75
Region							
East	54.9	0.01	0.01	0.02	0.01	1.23	0.74
Northern plains	52.4	0.01	0.02	0.02	0.02	1.52	0.84
Northwest	17.9	0.01	0.02	0.03	0.03	2.44	1.52
Southwest	8.2	0.05	0.05	0.08	0.03	4.90	4.28
South central	17.1	0.00	0.02	0.03	0.03	2.71	2.91
Alaska	1.7	0.00	0.05	0.01	0.06	3.94	1.79

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C6— Standard errors for Table B6: Of schools that served 12th graders, percentage that had job placement services and "Tech-Prep" programs, and graduation and college application rates of 1992-93 12th graders, by Indian school type, school size, community type, and region: 1993-94

School characteristics	Schools serving 12th graders	% Schools with		Average % of 12th graders who	
		Job placement	Tech-Prep	Graduated	Applied to college
TOTAL	169.9	0.69	0.74	0.32	0.43
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	0.0	0.00	0.00	0.00	0.00
School size					
Less than 100	0.0	0.00	0.00	0.00	0.00
100 to 499	0.0	0.00	0.00	0.00	0.00
500 or more	0.0	0.00	0.00	0.00	0.00
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	0.0	0.00	0.00	0.00	0.00
Region					
East	—	—	—	—	—
Northern plains	0.0	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	23.1	3.01	3.46	1.13	2.27
School size					
Less than 100	19.3	7.25	6.46	2.01	4.59
100 to 499	19.2	4.26	4.41	1.88	2.10
500 or more	7.2	10.06	6.84	1.41	1.70
Community type					
Urban	5.4	27.1	0.00	15.64	18.61
Suburban	—	—	—	—	—
Rural-small town	23.5	2.90	3.41	1.10	2.31

See footnotes at end of table.

Table C6— Standard errors for Table B6: Of schools that served 12th graders, percentage that had job placement services and "Tech-Prep" programs, and graduation and college application rates of 1992-93 12th graders, by Indian school type, school size, community type, and region: 1993-94—Continued

School characteristics	Schools serving 12th graders	% Schools with		Average % of 12th graders who	
		Job placement	Tech-Prep	Graduated	Applied to college
Region					
East	5.9	9.92	18.22	0.73	15.64
Northern plains	9.9	12.78	12.36	7.78	8.86
South central	5.8	0.31	10.19	1.46	4.50
Southwest	7.6	9.37	9.72	2.09	3.53
Northwest	11.7	3.72	6.45	0.67	3.07
Alaska	10.6	8.21	6.67	1.10	4.46
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	171.7	0.70	0.74	0.33	0.44
School size					
Less than 100	106.9	2.80	2.93	2.37	2.89
100 to 499	198.4	1.00	1.67	0.48	0.80
500 or more	140.6	0.92	1.18	0.25	0.38
Community type					
Urban	108.4	1.85	2.03	84.23	0.96
Suburban	117.4	1.60	1.97	82.42	0.92
Rural-small town	149.6	0.86	1.24	40.93	0.63
Region					
East	112.6	0.96	0.94	0.45	0.43
Northern plains	50.6	1.16	2.18	0.42	0.79
Northwest	55.6	1.95	2.32	1.56	1.40
Southwest	130.4	4.07	4.17	2.16	2.55
South central	69.4	2.23	4.30	0.70	1.85
Alaska	8.4	5.02	6.97	3.19	5.41

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C7— Standard errors for Table B7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, size, community type, region, race-ethnicity, and sex: 1993-94.

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
TOTAL	235.2	0.22	0.69	0.68	0.08
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	3.1	0.14	1.26	1.39	0.04
School level					
Elementary	3.1	0.18	1.71	1.88	0.05
Secondary	0.0	0.02	0.06	0.03	0.01
Combined	0.0	0.00	0.00	0.00	0.00
School size					
Less than 100	3.1	1.21	4.63	5.84	0.14
100 to 499	0.2	0.03	0.01	0.03	0.00
500 or more	0.0	0.00	0.00	0.00	0.00
Community type					
Urban	0.0	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.14	1.36	1.50	0.05
Region					
East	3.1	1.01	9.81	10.81	0.71
Northern plains	0.0	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	0.1	0.06	0.05	0.02	0.00
Tribally enrolled	0.1	0.06	0.05	0.02	0.00
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.02	0.04	0.03	0.00
Sex					
Male	0.1	0.01	0.03	0.02	0.00
Female	3.1	0.33	3.51	3.83	0.17
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	39.7	0.79	1.94	1.83	0.23
School level					
Elementary	32.4	0.91	2.70	2.66	0.30
Secondary	21.4	1.27	4.08	3.91	0.38
Combined	9.6	2.81	4.54	4.44	0.43

See footnotes at end of table.

Table C7— Standard errors for Table B7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
School size					
Less than 100	26.3	2.83	4.81	4.64	0.54
100 to 499	36.1	0.40	2.20	2.10	0.31
500 or more	12.4	1.10	3.64	3.62	0.64
Community type					
Urban	11.0	0.00	21.20	21.20	0.66
Suburban	8.3	0.00	14.91	14.91	1.81
Rural-small town*	39.8	0.85	1.98	1.88	0.25
Region					
East	12.6	0.30	8.61	8.48	0.94
Northern plains	17.4	3.30	4.96	5.33	0.86
Northwest	14.5	0.00	3.90	3.73	0.87
Southwest	8.4	0.00	3.94	3.94	0.65
South central	29.6	0.95	3.47	3.45	0.35
Alaska	12.3	2.91	4.59	4.17	0.69
Race-Ethnicity					
American Indian/Alaska Native	18.7	0.00	5.59	5.59	0.65
Tribally enrolled	14.8	0.00	3.46	3.46	0.72
Not enrolled	9.5	0.00	17.89	17.89	1.04
Asian/Pacific Islander	3.2	25.47	24.90	22.41	3.61
Black non-Hispanic	3.6	0.00	14.72	14.72	1.04
Hispanic	11.1	0.00	15.05	15.05	1.33
White non-Hispanic	40.6	0.96	1.84	1.80	0.27
Sex					
Male	36.4	0.91	2.37	2.18	0.31
Female	35.1	1.77	3.78	4.02	0.41
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	248.9	0.23	0.70	0.69	0.08
School level					
Elementary	290.1	0.28	0.90	0.89	0.10
Secondary	158.1	0.24	0.70	0.75	0.10
Combined	141.9	0.45	2.98	2.87	0.44
School size					
Less than 100	237.5	1.60	2.65	2.54	0.43
100 to 499	540.0	0.31	1.00	0.95	0.11
500 or more	514.5	0.15	0.86	0.85	0.10
Community type					
Urban	286.8	0.31	1.48	1.45	0.19
Suburban	377.0	0.43	1.45	1.36	0.16
Rural-small town	341.7	0.32	1.10	1.08	0.10

See footnotes at end of table.

Table C7— Standard errors for Table B7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
Region					
East	202.7	0.11	0.76	0.78	0.09
Northern plains	82.1	0.57	1.60	1.62	0.24
Northwest	63.4	0.80	1.67	1.66	0.17
Southwest	74.6	1.25	2.49	2.28	0.28
South central	68.6	0.48	2.02	1.89	0.33
Alaska	11.4	1.37	3.13	2.71	0.34
Race-Ethnicity					
American Indian/Alaska Native	64.2	0.68	8.16	8.30	0.74
Tribally enrolled	54.0	0.00	11.09	11.09	1.37
Not enrolled	43.5	1.50	10.63	11.00	1.05
Asian/Pacific Islander	108.4	1.65	8.25	8.63	1.02
Black non-Hispanic	352.1	0.02	1.92	1.92	0.25
Hispanic	257.8	2.28	3.32	2.69	0.53
White non-Hispanic	549.9	0.23	0.80	0.83	0.08
Sex					
Male	610.8	0.23	0.91	0.85	0.10
Female	531.8	0.44	1.17	1.22	0.15

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C8— Standard errors for Table B8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
TOTAL	235.2	0.64	0.59	0.64	0.67	0.39	0.18	0.67
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	3.1	0.84	1.24	0.48	0.62	1.58	0.04	0.49
School level								
Elementary	3.1	1.21	1.77	0.53	0.81	2.19	0.07	0.72
Secondary	0.0	0.10	0.11	0.10	0.10	0.02	0.00	0.05
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size								
Less than 100	3.1	2.60	5.64	1.20	1.60	6.44	0.41	1.80
100 to 499	0.2	0.09	0.07	0.04	0.03	0.03	0.00	0.05
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type								
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.95	1.34	0.51	0.69	1.70	0.04	0.52
Region								
East	3.1	0.96	11.70	4.87	6.82	12.69	0.00	6.85
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity								
American Indian/Alaska Native	0.1	0.03	0.02	0.02	0.03	0.02	0.00	0.05
Tribally enrolled	0.1	0.03	0.02	0.02	0.03	0.02	0.00	0.05
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.09	0.06	0.03	0.06	0.02	0.01	0.03

See footnotes at end of table.

Table C8— Standard errors for Table B8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
Sex								
Male	0.1	0.03	0.02	0.01	0.01	0.01	0.00	0.02
Female	3.1	2.45	3.01	0.41	1.38	3.99	0.09	1.13
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	39.7	1.54	1.85	1.91	2.03	1.27	0.56	2.12
School level								
Elementary	32.4	2.26	2.62	2.52	2.79	1.33	0.73	3.05
Secondary	21.4	3.78	3.39	4.36	3.44	3.04	1.16	3.62
Combined	9.6	2.31	3.24	3.78	2.41	1.31	0.00	3.08
School size								
Less than 100	26.3	3.97	4.67	3.82	3.25	3.60	0.00	4.72
100 to 499	36.1	2.31	2.30	2.53	2.57	1.29	0.87	3.01
500 or more	12.4	3.95	4.58	5.59	4.96	2.68	0.00	3.15
Community type								
Urban	11.0	0.94	7.89	9.59	11.72	9.46	0.00	8.93
Suburban	8.3	12.15	10.07	11.27	13.57	14.60	0.00	0.00
Rural-small town	39.8	1.55	1.98	2.04	2.05	1.24	0.59	2.18
Region								
East	12.6	6.36	6.69	6.56	7.68	2.32	0.00	7.28
Northern plains	17.4	4.02	3.38	5.53	4.73	3.56	0.00	4.42
Northwest	14.5	3.64	5.53	4.66	6.65	3.72	2.35	4.11
Southwest	8.4	4.74	5.06	5.20	4.89	2.46	2.47	4.99
South central	29.6	3.31	4.56	4.13	3.63	2.74	0.42	5.71
Alaska	12.3	3.03	2.28	3.15	2.59	1.11	0.00	3.61

See footnotes at end of table.

Table C8— Standard errors for Table B8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin/ Prog. Dir.	Guidance counselor	Library/Media Specialist	Other
Race-Ethnicity								
American Indian/Alaska Native	18.7	3.48	6.84	4.50	6.93	5.87	2.31	5.17
Tribally enrolled	14.8	3.54	7.16	5.14	7.40	6.62	2.71	6.29
Not enrolled	9.5	10.24	13.78	13.40	11.76	0.00	0.00	8.48
Asian/Pacific Islander	3.2	0.00	22.41	0.00	22.41	0.00	0.00	24.90
Black non-Hispanic	3.6	15.59	17.79	0.00	15.37	13.34	14.77	0.00
Hispanic	11.1	11.84	10.88	15.85	14.36	0.00	0.00	14.92
White non-Hispanic	40.6	1.71	2.25	2.21	2.22	1.30	0.49	2.47
Sex								
Male	36.4	1.69	2.00	2.56	2.20	1.66	0.22	1.91
Female	35.1	3.43	4.07	4.42	3.94	1.49	1.80	5.67
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	248.9	0.65	0.60	0.65	0.69	0.39	0.18	0.69
School level								
Elementary	290.1	0.85	0.77	0.80	0.94	0.46	0.27	0.82
Secondary	158.1	0.88	0.77	1.03	0.70	0.66	0.27	0.71
Combined	141.9	2.75	2.68	3.40	3.03	2.71	0.18	2.64
School size								
Less than 100	237.5	2.81	2.52	2.42	2.87	1.75	1.42	2.17
100 to 499	540.0	0.85	0.83	0.92	1.05	0.56	0.16	1.19
500 or more	514.5	0.96	0.87	0.78	1.00	0.49	0.35	0.80
Community type								
Urban	286.8	1.41	1.44	0.68	1.40	0.64	0.52	1.20
Suburban	377.0	1.31	1.11	1.03	1.29	0.76	0.31	1.28
Rural-small town	341.7	0.84	0.82	1.04	1.05	0.58	0.20	0.93

Table C8— Standard errors for Table B8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Lib./ary/Media Specialist	Other
Region								
East	202.7	0.74	0.79	0.91	0.88	0.42	0.22	0.75
Northern plains	82.1	1.27	1.44	1.36	1.35	0.86	0.27	1.33
Northwest	63.4	1.71	1.65	1.49	1.64	1.04	0.95	1.43
Southwest	74.6	2.51	2.69	2.18	2.39	1.30	0.50	2.79
South central	68.6	2.95	2.60	2.55	2.65	1.99	0.88	2.39
Alaska	11.4	2.83	2.97	3.19	3.60	1.45	1.31	3.24
Race-Ethnicity								
American Indian/Alaska Native	64.2	6.57	6.79	6.46	6.56	1.02	1.17	6.23
Tribally enrolled	54.1	10.86	10.56	7.18	11.50	1.09	0.00	5.77
Not enrolled	43.5	8.94	8.45	9.42	7.84	1.57	2.58	9.11
Asian/Pacific Islander	108.4	9.32	7.47	4.49	9.15	6.33	2.54	9.30
Black non-Hispanic	352.1	2.36	1.89	0.97	1.86	1.14	0.79	1.95
Hispanic	257.8	4.49	4.41	2.41	3.63	2.15	1.50	2.84
White non-Hispanic	549.9	0.70	0.61	0.68	0.72	0.40	0.16	0.70
Sex								
Male	610.8	0.67	0.64	0.75	0.87	0.41	0.14	0.73
Female	531.8	1.10	1.15	0.51	1.31	0.70	0.36	1.29

— Two few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C9— Standard errors for Table B9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Training program				
	Total principals	Aspiring principal	Indian education administration	Evaluation/supervision	Administrative internship
TOTAL	235.2	0.59	0.24	0.47	0.78
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	3.1	0.70	1.23	1.42	0.65
School level					
Elementary	3.1	1.13	1.71	1.97	0.86
Secondary	0.0	0.05	0.14	0.07	0.08
Combined	0.0	0.00	0.00	0.00	0.00
School size					
Less than 100	3.1	2.42	5.00	5.42	1.40
100 to 499	0.2	0.04	0.02	0.03	0.01
500 or more	0.0	0.00	0.00	0.00	0.00
Community type					
Urban	0.0	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.77	1.31	1.54	0.75
Region					
East	3.1	7.80	9.76	12.69	4.82
Northern plains	0.0	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	0.1	0.04	0.04	0.02	0.04
Tribally enrolled	0.1	0.04	0.04	0.02	0.04
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.01	0.02	0.04	0.04
Sex					
Male	0.1	0.03	0.03	0.02	0.01
Female	3.1	2.11	2.77	3.35	1.87
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	39.7	2.18	2.15	1.74	2.02
School level					
Elementary	32.4	3.30	2.89	2.68	3.13
Secondary	21.4	4.13	3.96	3.33	3.37
Combined	9.6	5.82	4.87	5.01	5.05

See footnotes at end of table.

Table C9— Standard errors for Table B9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Training program			
		Aspiring principal	Indian education administration	Evaluation/supervision	Administrative internship
School size					
Less than 100	26.3	5.19	5.80	4.06	4.05
100 to 499	36.1	2.62	2.72	2.65	2.96
500 or more	12.4	5.18	4.07	3.48	5.01
Community type					
Urban	11.0	12.17	17.38	4.48	13.24
Suburban	8.3	12.88	9.42	9.42	15.55
Rural-small town	39.8	2.37	2.27	1.79	2.13
Region					
East	12.6	7.21	9.53	6.75	7.55
Northern plains	17.4	4.85	6.11	6.30	5.60
Northwest	14.5	4.98	4.49	5.21	5.71
Southwest	8.4	5.44	4.63	2.58	4.42
South central	29.6	4.32	3.35	4.60	3.46
Alaska	12.3	5.53	5.45	4.44	3.94
Race-Ethnicity					
American Indian/Alaska Native	18.7	6.04	5.60	4.67	5.69
Tribally enrolled	14.8	7.34	6.11	5.76	7.30
Not enrolled	9.5	18.97	17.21	11.40	18.23
Asian/Pacific Islander	3.2	25.47	0.00	25.47	25.47
Black non-Hispanic	3.6	21.37	15.59	14.77	14.97
Hispanic	11.1	13.18	16.02	12.63	14.64
White non-Hispanic	40.6	2.41	2.19	1.94	2.27
Sex					
Male	36.4	2.08	2.38	1.98	2.42
Female	35.1	5.17	3.31	4.69	3.81
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	248.9	0.60	0.25	0.47	0.80
School level					
Elementary	290.1	0.74	0.35	0.57	1.01
Secondary	158.1	0.88	0.35	0.72	0.83
Combined	141.9	3.16	0.69	1.28	3.14
School size					
Less than 100	237.5	2.45	1.15	2.34	2.76
100 to 499	540.0	0.96	0.36	0.84	1.11
500 or more	514.5	0.87	0.28	0.66	1.10
Community type					
Urban	286.8	1.42	0.54	0.80	1.51
Suburban	377.0	1.26	0.43	0.95	1.16
Rural-small town	341.7	0.84	0.33	0.72	1.07

See footnotes at end of table.

Table C9— Standard errors for Table B9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Training program			
		Aspiring principal	Indian education administration	Evaluation/supervision	Administrative internship
Region					
East	202.7	0.79	0.31	0.71	0.88
Northern plains	82.1	1.21	0.80	1.17	1.69
Northwest	63.4	1.28	0.70	1.31	1.47
Southwest	74.6	2.60	0.98	1.72	2.85
South central	68.6	2.69	0.68	1.30	2.62
Alaska	11.4	3.29	2.61	2.71	3.49
Race-Ethnicity					
American Indian/Alaska Native	64.2	7.72	6.37	6.49	7.18
Tribally enrolled	54.0	10.22	10.68	5.32	10.69
Not enrolled	43.5	9.43	7.14	10.29	9.91
Asian/Pacific Islander	108.4	7.46	2.93	1.88	9.23
Black non-Hispanic	352.1	2.18	0.93	1.57	2.34
Hispanic	257.8	4.35	2.10	2.12	4.23
White non-Hispanic	549.9	0.68	0.24	0.55	0.87
Sex					
Male	610.8	0.75	0.28	0.62	0.91
Female	531.8	1.17	0.52	0.88	1.19

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C10— Standard errors for Table B10: Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Black non-Hisp.	Hispanic	White non-Hisp.	
TOTAL	20,759.20	0.37	0.36	0.07	0.05	0.21	0.23	0.34	3.26
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	38.2	2.05	2.05	1.55	0.34	1.74	0.63	0.82	1.25
School level									
Elementary	39.4	2.65	2.65	2.76	—	1.13	1.14	2.19	1.06
Secondary	7.5	5.46	5.46	3.89	—	0.00	5.50	3.15	7.03
Combined	12.9	3.29	3.29	3.18	0.54	0.00	0.83	3.69	2.54
School size									
Less than 100	46.1	3.75	3.75	5.63	0.00	—	—	5.24	5.20
100 to 499	39.0	2.40	2.40	1.75	0.51	0.81	0.94	2.25	1.71
500 or more	27.2	4.81	4.81	3.40	—	0.00	2.18	3.24	1.78
Community type									
Urban	17.0	9.17	9.17	12.95	0.00	0.00	—	17.15	0.00
Suburban	11.3	16.43	16.43	12.21	0.00	0.00	—	15.91	14.65
Rural-small town	40.2	2.07	2.07	1.60	0.36	0.66	0.83	1.71	1.24
Region									
East	40.8	4.55	4.55	6.33	0.00	—	—	6.53	12.57
Northern plains	32.5	2.85	2.85	2.37	0.41	0.00	—	2.21	2.22
Northwest	37.8	9.17	9.17	10.39	0.00	0.00	0.00	10.39	18.49
Southwest	26.2	3.42	3.42	2.78	—	1.06	1.63	3.03	1.01
South central	3.6	10.88	10.88	17.99	9.80	0.00	0.00	—	10.03
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	868.8	1.04	1.04	0.84	0.13	0.32	0.44	1.11	1.91
School level									
Elementary	750.0	1.10	1.10	1.25	0.14	0.46	0.48	1.49	2.58
Secondary	402.5	1.54	1.54	0.94	—	0.63	0.88	1.46	2.57
Combined	224.0	2.22	2.22	1.68	0.40	—	—	1.84	3.77
School size									
Less than 100	243.4	2.48	2.48	1.52	—	0.00	0.49	1.44	4.61
100 to 499	723.7	1.63	1.63	1.18	0.12	0.38	0.42	1.33	2.44
500 or more	498.0	2.37	2.37	1.54	—	0.80	1.24	2.38	3.48
Community type									
Urban	270.8	5.86	5.86	0.50	0.00	—	—	4.67	0.00
Suburban	149.2	3.11	3.11	5.55	0.00	—	0.00	5.37	7.25
Rural-small town	831.8	1.03	1.03	0.86	0.14	0.31	0.45	1.14	1.93

See footnotes at end of table.

Table C10— Standard errors for Table B10: Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1993-94.—Continued

Teacher characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Black non-Hisp.	Hispanic	White non-Hisp.	
Region									
East	281.8	3.21	3.21	3.21	0.00	2.53	—	3.89	4.35
Northern plains	343.0	2.99	2.99	1.06	0.00	—	—	1.08	5.15
Northwest	366.5	2.64	2.64	1.89	0.58	0.00	0.97	2.36	6.01
Southwest	298.0	1.98	1.98	1.80	—	0.62	1.41	2.43	1.10
South central	544.0	1.90	1.90	1.87	0.00	0.27	0.31	1.99	2.89
Alaska	189.4	2.11	2.11	1.25	0.54	0.00	—	1.54	2.30
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	20,195.6	0.37	0.37	0.07	0.05	0.21	0.23	0.34	3.26
School level									
Elementary	16,399.7	0.51	0.51	0.11	0.07	0.32	0.34	0.50	5.29
Secondary	10,913.2	0.37	0.37	0.07	0.07	0.19	0.22	0.31	2.74
Combined	3,793.2	0.84	0.84	0.15	0.24	1.02	0.41	1.21	8.72
School size									
Less than 100	2,105.3	1.38	1.38	0.15	0.35	0.40	0.45	0.82	12.55
100 to 499	10,477.1	0.54	0.54	0.09	0.07	0.33	0.35	0.52	5.67
500 or more	26,103.6	0.42	0.42	0.09	0.07	0.26	0.31	0.44	5.08
Community type									
Urban	13,076.7	0.58	0.58	0.13	0.16	0.60	0.68	0.85	7.39
Suburban	15,303.6	0.71	0.71	0.12	0.12	0.32	0.34	0.55	7.60
Rural-small town	12,060.7	0.51	0.51	0.08	0.03	0.19	0.18	0.26	5.21
Region									
East	14,154.6	0.34	0.34	0.09	0.03	0.31	0.17	0.38	6.26
Northern plains	3,550.3	0.89	0.89	0.11	0.08	0.14	0.16	0.23	11.57
Northwest	2,906.8	0.60	0.60	0.13	0.13	0.16	0.27	0.37	8.63
Southwest	7,582.9	1.27	1.27	0.28	0.38	0.60	0.85	1.21	8.40
South central	8,890.8	1.52	1.52	0.24	0.17	0.68	1.27	1.22	6.83
Alaska	362.7	1.84	1.84	0.47	0.46	0.43	0.68	1.37	4.23

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table C11— Standard errors for Table 11: Percentage of teachers who majored or minored, or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
TOTAL	20,759.2	0.36	0.15	0.01
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	38.2	1.91	1.00	0.61
School level				
Elementary	39.4	2.92	1.23	0.77
Secondary	7.5	4.03	2.68	0.58
Combined	12.9	3.38	1.61	1.30
School size				
Less than 100	46.1	7.89	3.40	0.00
100 to 499	39.0	2.34	1.26	0.74
500 or more	27.2	3.59	1.18	1.58
Community type				
Urban	17.0	18.77	9.85	0.00
Suburban	11.3	8.59	6.61	0.00
Rural-small town	40.2	2.00	1.00	0.64
Region				
East	40.8	7.14	3.72	0.00
Northern plains	32.5	3.16	1.42	1.19
Northwest	37.8	8.67	4.62	2.64
Southwest	26.2	2.78	1.36	0.70
South central	3.6	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	868.8	1.02	0.30	0.10
School level				
Elementary	750.0	1.20	0.36	0.16
Secondary	402.5	1.24	0.61	0.12
Combined	224.0	2.57	1.23	0.33
School size				
Less than 100	243.4	2.29	0.77	0.34
100 to 499	723.7	1.33	0.36	0.15
500 or more	498.0	1.97	0.72	0.12
Community type				
Urban	270.8	9.36	2.61	0.00
Suburban	—	—	—	—
Rural-small town	831.8	0.99	0.29	0.00

See footnotes at end of table.

Table C11— Standard errors for Table B11: Percentage of teachers who majored or minored, or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
Region				
East	281.8	2.97	0.98	0.00
Northern plains	343.0	2.75	1.03	0.58
Northwest	366.5	2.40	0.61	0.41
Southwest	298.0	2.37	0.71	0.20
South central	544.0	2.15	0.32	0.08
Alaska	189.4	1.89	1.06	0.25
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	20,195.6	0.36	0.15	0.00
School level				
Elementary	16,399.1	0.55	0.21	0.01
Secondary	10,913.2	0.31	0.15	0.01
Combined	3,793.2	1.25	0.45	0.01
School size				
Less than 100	2,105.3	1.79	0.52	0.02
100 to 499	10,477.1	0.56	0.26	0.01
500 or more	26,103.6	0.50	0.19	0.00
Community type				
Urban	13,076.7	0.84	0.33	0.01
Suburban	15,303.6	0.66	0.21	0.01
Rural-small town	12,060.7	0.43	0.20	0.01
Region				
East	14,154.6	0.37	0.18	0.00
Northern plains	3,550.3	0.73	0.22	0.02
Northwest	2,906.8	0.87	0.27	0.03
Southwest	7,582.9	1.51	0.56	0.02
South central	8,890.8	1.18	0.59	0.03
Alaska	362.7	1.29	0.85	0.06

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires).

Table C12— Standard errors for Table B12: Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	All teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	20,759.20	0.07	0.48	0.89	0.06
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	38.2	0.37	0.46	0.47	0.47
School level					
Elementary	39.4	0.46	0.56	0.57	0.71
Secondary	7.5	0.71	1.81	2.05	0.92
Combined	12.9	0.71	1.04	1.11	0.88
School size					
Less than 100	46.1	0.93	2.35	2.41	1.01
100 to 499	39.0	0.45	0.67	0.68	0.54
500 or more	27.2	0.64	0.81	0.84	1.12
Community type					
Urban	17.0	1.66	1.58	1.58	1.87
Suburban	11.3	2.09	6.97	8.48	1.10
Rural-small town	40.2	0.38	0.48	0.49	0.49
Region					
East	40.8	0.94	1.85	1.60	1.18
Northern plains	32.5	0.54	0.85	0.90	0.70
Northwest	37.8	0.79	3.63	4.77	0.75
Southwest	26.2	0.54	0.63	0.64	0.82
South central	3.6	3.42	3.12	3.20	—
Alaska	(*)	(*)	(*)	(*)	(*)
Sex					
Male	71.2	0.69	1.01	1.03	0.78
Female	69.9	0.50	0.49	0.47	0.67
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	868.8	0.20	0.34	0.38	0.23
School level					
Elementary	750.0	0.30	0.35	0.38	0.36
Secondary	402.5	0.39	0.82	0.89	0.42
Combined	224.0	0.36	1.15	1.21	0.29
School size					
Less than 100	243.4	0.48	1.64	1.64	0.51
100 to 499	723.7	0.25	0.44	0.47	0.28
500 or more	498.0	0.42	0.53	0.57	0.46
Community type					
Urban	270.8	0.51	1.75	1.75	0.52
Suburban	149.2	1.75	3.02	3.66	1.76
Rural-small town	831.8	0.20	0.36	0.40	0.23

See footnotes at end of table.

Table C12— Standard errors for Table B12: Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	All teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region					
East	281.8	0.56	0.92	1.19	0.81
Northern plains*	343.0	0.70	1.36	1.35	0.70
Northwest	366.5	0.53	0.84	0.85	0.57
Southwest	298.0	0.48	0.50	0.51	0.56
South central	544.0	0.32	0.64	0.71	0.36
Alaska	189.4	0.33	0.55	0.57	0.35
Sex					
Male	343.6	0.32	0.80	0.90	0.35
Female	666.8	0.25	0.35	0.38	0.30
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	20,195.6	0.07	0.61	1.32	0.07
School level					
Elementary	16,399.7	0.10	0.99	1.97	0.10
Secondary	10,913.2	0.07	0.81	1.10	0.07
Combined	3,793.2	0.24	2.72	5.53	0.24
School size					
Less than 100	2,105.3	0.30	2.21	3.99	0.30
100 to 499	10,477.1	0.11	1.38	2.06	0.12
500 or more	26,103.6	0.10	0.97	1.27	0.10
Community type					
Urban	13,076.7	0.15	1.69	1.51	0.15
Suburban	15,303.6	0.14	1.59	3.50	0.14
Rural-small town	12,060.7	0.09	0.82	1.39	0.09
Region					
East	14,154.6	0.08	0.96	1.69	0.08
Northern plains	3,550.3	0.17	1.99	3.16	0.18
Northwest	2,906.8	0.15	1.36	2.07	0.15
Southwest	7,582.9	0.34	1.25	2.09	0.34
South central	8,890.8	0.26	1.15	1.42	0.27
Alaska	362.7	0.23	0.62	0.68	0.24
Sex					
Male	11,666.9	0.12	1.03	1.57	0.12
Female	15,938.3	0.09	0.89	1.58	0.09

— Too few cases for a reliable estimate.

*There is no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Teacher Questionnaires).

Table C13— Standard errors for Table B13: Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	College student	Homemaker	Sub teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
TOTAL	20,759.2	0.29	0.13	0.21	0.08	0.12	0.20	0.05	0.03
AMERICAN INDIAN AND ALASKA NATIVE TEACHERS									
Total	1,641.7	3.91	0.71	2.34	0.16	1.06	3.32	0.15	0.05
Total enrollment									
Enrolled	895.7	2.36	1.08	1.45	0.25	1.14	0.91	0.18	0.10
Not enrolled	1,161.6	7.96	0.93	4.82	0.16	1.62	6.90	—	—
School level									
Elementary	1,663.1	6.00	1.04	3.59	0.21	1.49	5.15	—	0.08
Secondary	564.1	3.04	0.54	1.18	0.00	1.86	1.89	0.43	0.00
Combined	163.2	4.45	0.53	1.48	1.60	2.54	4.32	—	0.46
School size									
Less than 100	66.4	5.65	2.12	1.52	—	3.76	3.33	—	0.00
100 to 499	829.1	2.83	1.12	1.74	0.37	1.43	1.35	—	0.12
500 or more	1,401.6	6.51	1.03	3.67	0.13	1.69	5.61	0.24	0.05
Community type									
Urban	905.4	9.87	0.68	5.96	0.15	2.94	9.42	0.47	0.00
Suburban	976.1	8.22	2.87	5.00	0.16	0.71	7.20	—	0.00
Rural-small town	775.2	2.32	0.26	0.66	0.30	1.52	1.34	0.23	0.10
Region									
East	1,417.6	6.67	1.19	5.13	0.23	2.02	5.64	0.26	—
Northern plains	251.2	4.07	0.72	0.98	—	1.69	4.01	—	—
Northwest	242.3	4.64	0.82	1.88	0.29	1.38	1.89	—	—
Southwest	792.6	7.84	0.71	2.59	—	2.28	8.30	—	0.19
South central	619.3	4.36	2.59	0.70	—	1.89	2.56	0.20	0.00
Alaska	49.2	3.43	1.35	1.76	1.53	2.37	2.30	0.00	0.00

See footnotes at end of table.

Table C13— Standard errors for Table B13: Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	College Student	Homemaker	Sub teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
WHITE TEACHERS									
Total	19,455.9	0.29	0.14	0.22	0.09	0.14	0.18	0.05	0.02
School level									
Elementary	15,468.9	0.44	0.22	0.34	0.14	0.21	0.24	0.06	0.04
Secondary	9,428.5	0.30	0.11	0.18	0.04	0.11	0.24	0.09	0.04
Combined	3,443.1	1.37	0.52	0.69	0.18	0.65	0.87	0.11	0.09
School size									
Less than 100	2,067.4	1.51	0.74	0.47	0.15	0.49	0.93	0.29	0.08
100 to 499	10,403.8	0.51	0.28	0.26	0.13	0.22	0.34	0.08	0.04
500 or more	23,795.0	0.39	0.15	0.30	0.13	0.17	0.23	0.07	0.04
Community type									
Urban	12,126.7	0.76	0.35	0.44	0.23	0.20	0.39	0.15	0.04
Suburban	13,983.8	0.50	0.21	0.41	0.16	0.28	0.31	0.09	0.07
Rural-small town	10,941.8	0.43	0.20	0.29	0.12	0.20	0.32	0.06	0.04
Region									
East	13,790.6	0.39	0.16	0.27	0.11	0.19	0.21	0.06	0.03
Northern plains	3,383.9	0.51	0.27	0.46	0.20	0.28	0.39	0.10	0.09
Northwest	3,067.3	0.72	0.29	0.43	0.14	0.31	0.42	0.14	0.04
Southwest	7,392.8	1.47	0.52	1.13	0.29	0.57	0.73	0.26	0.06
South central	6,991.9	1.34	0.57	0.63	0.38	0.51	0.96	0.21	0.15
Alaska	333.6	1.35	0.49	0.91	0.42	0.58	0.93	0.18	0.19

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaires)

Table C14— Standard errors for Table B14: Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	20,759.20	2.52	2.18	0.27
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	38.2	1.78	1.76	1.25
School level				
Elementary	39.4	2.23	1.91	1.14
Secondary	7.5	7.15	7.52	3.34
Combined	12.9	3.93	4.33	2.28
School size				
Less than 100	46.1	8.86	9.31	3.59
100 to 499	39.0	2.11	2.34	1.29
500 or more	27.2	4.55	3.78	3.21
Community type				
Urban	17.0	0.00	0.00	0.00
Suburban	11.3	21.54	24.11	0.00
Rural-small town	40.2	1.74	1.70	1.33
Region				
East	40.8	28.31	26.41	3.79
Northern plains	32.5	3.24	3.43	1.62
Northwest	37.8	0.00	0.00	3.76
Southwest	26.2	2.39	2.41	1.87
South central	3.6	10.03	0.00	—
Alaska	(*)	(*)	(*)	(*)
Sex				
Male	71.2	3.96	4.25	2.01
Female	69.9	2.42	2.52	1.62
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	868.8	1.38	1.46	1.01
School level				
Elementary	750.0	1.66	1.85	1.32
Secondary	402.5	2.10	2.22	1.35
Combined	224.0	2.92	3.40	1.02
School size				
Less than 100	243.4	4.93	4.04	1.82
100 to 499	723.7	1.75	2.14	1.36
500 or more	498.0	2.21	2.05	2.00
Community type				
Urban	270.8	0.00	0.00	6.36
Suburban	149.2	0.00	0.00	0.00
Rural-small town	831.8	1.40	1.48	0.95

See footnotes at end of table.

Table C14— Standard errors for Table B14: Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region				
East	281.8	3.62	3.92	2.86
Northern plains	343.0	3.77	3.96	2.49
Northwest	366.5	2.84	3.35	1.36
Southwest	298.0	2.08	2.16	1.99
South central	544.0	3.12	3.48	2.09
Alaska	189.4	1.83	2.15	0.87
Sex				
Male	343.6	2.41	2.00	1.22
Female	666.8	1.61	1.74	1.40
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	20,195.6	3.18	3.17	0.27
School level				
Elementary	16,399.7	5.10	3.95	0.41
Secondary	10,913.2	3.02	5.69	0.25
Combined	3,793.2	3.46	0.00	0.72
School size				
Less than 100	2,105.3	5.42	19.50	0.82
100 to 499	10,477.1	3.57	3.03	0.37
500 or more	26,103.6	4.20	4.84	0.36
Community type				
Urban	13,076.7	4.78	9.92	0.60
Suburban	15,303.6	7.34	2.99	0.49
Rural-small town	12,060.7	3.66	2.65	0.38
Region				
East	14,154.6	3.43	5.29	0.31
Northern plains	3,550.3	2.57	5.79	0.52
Northwest	2,906.8	2.11	1.13	0.42
Southwest	7,582.9	11.81	5.38	1.18
South central	8,890.8	3.99	4.48	0.97
Alaska	362.7	2.46	2.77	0.83
Sex				
Male	11,666.9	3.08	4.70	0.28
Female	15,938.3	4.58	4.08	0.33

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Teacher Questionnaires).

Table C15— Standard errors for Table B15: Percentage of noninstructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1993-94

Staff characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
TOTAL	5,082.4	0.35	0.35	0.76
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	15.7	0.23	0.23	0.48
School level				
Elementary	15.8	0.21	0.21	0.70
Secondary	0.3	0.03	0.03	0.02
Combined	0.0	0.00	0.00	0.00
School size				
Less than 100	15.4	1.50	1.50	0.60
100 to 499	1.4	0.06	0.06	0.03
500 or more	0.0	0.00	0.00	0.00
Community type				
Urban	0.0	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00
Rural-small town	15.7	0.23	0.23	0.48
Region				
East	15.7	0.98	0.98	2.57
Northern plains	0.1	0.02	0.02	0.01
Northwest	0.0	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	260.4	1.44	1.44	1.48
School level				
Elementary	211.2	1.93	1.93	2.33
Secondary	116.0	3.00	3.00	2.34
Combined	53.5	2.07	2.07	2.26
School size				
Less than 100	96.3	3.07	3.07	1.62
100 to 499	233.0	1.88	1.88	1.94
500 or more	113.7	2.28	2.28	3.02
Community type				
Urban	69.2	9.35	9.35	7.94
Suburban	53.5	6.83	6.83	6.30
Rural-small town	246.4	1.40	1.40	1.51

See footnotes at end of table.

Table C15— Standard errors for Table B15: Percentage of noninstructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Staff characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
Region				
East	71.8	59.30	59.30	4.45
Northern plains	103.7	42.16	42.16	4.21
South central	110.9	48.86	48.86	2.71
Southwest	68.8	63.26	63.26	3.72
Northwest	175.1	49.63	49.63	2.98
Alaska	72.3	33.88	33.88	2.29
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	5,022.0	0.36	0.36	0.77
School level				
Elementary	4,286.0	0.49	0.49	1.09
Secondary	2,165.2	0.37	0.37	0.58
Combined	1,053.9	1.43	1.43	1.10
School size				
Less than 100	1,292.4	2.64	2.64	1.51
100 to 499	3,614.3	0.62	0.62	0.79
500 or more	6,211.1	0.45	0.45	1.35
Community type				
Urban	3,404.8	0.68	0.68	1.35
Suburban	4,399.7	0.59	0.59	2.08
Rural-small town	2,863.2	0.60	0.60	0.76
Region				
East	3,798.8	0.38	0.38	0.74
Northern plains	904.7	0.85	0.85	1.02
South central	878.0	0.67	0.67	1.12
Southwest	1,789.6	1.35	1.35	4.99
Northwest	1,367.2	1.74	1.74	1.90
Alaska	89.3	1.73	1.73	3.65

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C16— Standard errors for Table B16: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
TOTAL	235.2	\$1,529.0	\$173.9	\$247.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	3.1	3.2	8.9	614.7
School level				
Elementary	3.1	8.8	10.0	844.5
Secondary	0.0	0.0	43.5	0.0
Combined	0.0	0.0	0.0	0.0
School size				
Less than 100	3.1	0.0	0.0	783.6
100 to 499	0.2	4.6	13.8	10.7
500 or more	0.0	—	0.0	0.0
Community type				
Urban	0.0	0.0	0.0	0.0
Suburban	0.0	—	0.0	0.0
Rural-small town	3.1	2.9	9.7	626.4
Region				
East	3.1	0.0	70.7	1,446.9
Northern plains	0.0	0.0	0.0	0.0
Northwest	0.0	0.0	0.0	0.0
Southwest	0.0	0.0	0.0	0.0
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
Race-Ethnicity				
American Indian/Alaska Native	0.1	2.6	12.2	0.0
Tribally enrolled	0.1	2.6	12.1	0.0
Not enrolled	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	0.0	—	0.0	0.0
White non-Hispanic	0.2	0.0	10.8	14.9
Sex				
Male	0.1	0.0	14.4	0.0
Female	3.1	47.2	0.4	1,653.6
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	39.7	3,407.5	560.3	1,416.7
School level				
Elementary	32.4	8,965.4	765.3	1,179.2
Secondary	21.4	854.1	922.4	2,854.6
Combined	9.6	3,887.1	1,302.7	7,974.2

See footnotes at end of table.

Table C16— Standard errors for Table B16: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
School size				
Less than 100	26.3	\$3,485.5	\$1,597.1	\$5,217.9
100 to 499	36.1	1,252.1	720.7	983.5
500 or more	12.4	0.0	918.0	1,209.5
Community type				
Urban	11.0	—	3,695.3	2,240.7
Suburban	8.3	—	1,975.4	3,398.3
Rural-small town	39.8	3,407.5	608.6	1,496.8
Region				
East	12.6	0.0	2,466.8	1,708.3
Northern plains	17.4	2,637.9	1,418.7	4,037.7
Northwest	14.5	—	1,030.7	1,879.6
Southwest	8.4	—	568.7	1,781.9
South central	29.6	0.0	716.6	978.3
Alaska	12.3	2,387.2	1,166.5	7,068.8
Race-Ethnicity				
American Indian/Alaska Native	18.7	—	1,194.3	9,725.6
Tribally enrolled	14.8	—	1,051.7	4,634.7
Not enrolled	9.5	—	6,892.4	18,911.9
Asian/Pacific Islander	3.2	0.0	0.0	0.0
Black non-Hispanic	3.6	—	3,871.6	15,217.3
Hispanic	11.1	—	1,527.1	3,509.0
White non-Hispanic	40.6	3,545.2	675.7	1,134.8
Sex				
Male	36.4	6,037.2	584.1	1,653.2
Female	35.1	6,511.7	1,209.1	2,073.8
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	248.9	1,636.2	179.9	254.8
School level				
Elementary	290.1	2,020.3	236.4	330.0
Secondary	158.1	3,754.7	213.9	293.5
Combined	141.9	3,160.6	619.9	1,113.2
School size				
Less than 100	237.5	2,097.8	728.6	1,286.0
100 to 499	540.0	2,267.8	297.3	412.1
500 or more	514.5	2,923.5	280.4	333.9
Community type				
Urban	286.8	3,358.4	324.9	411.3
Suburban	377.0	2,687.0	411.7	554.3
Rural-small town	341.7	1,542.8	265.6	345.7

See footnotes at end of table.

Table C16— Standard errors for Table B16: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Less than Master's	Master's	More than Master's
Region				
East	202.7	\$2,113.1	\$194.1	\$336.1
Northern plains	82.1	1,324.3	357.2	453.0
Northwest	63.4	2,385.1	303.1	524.7
Southwest	74.6	1,672.6	450.7	741.2
South central	68.6	2,002.7	433.4	611.9
Alaska	11.4	4,857.5	729.4	822.5
Race-Ethnicity				
American Indian/Alaska Native	64.2	11,808.7	1,877.6	4,028.9
Trially enrolled	54.0	—	2,129.5	6,378.3
Not enrolled	43.5	11,808.7	2,770.2	2,724.3
Asian/Pacific Islander	108.4	1,761.6	1,521.4	2,611.8
Black non-Hispanic	352.1	0.0	622.3	672.5
Hispanic	257.8	9,420.0	928.1	1,666.1
White non-Hispanic	549.9	1,597.6	194.4	258.1
Sex				
Male	610.8	1,804.9	187.7	343.1
Female	531.8	2,320.5	318.3	397.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C17— Standard errors for Table B17: Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity and sex: 1993-94

School characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ²	Pension plan
TOTAL	235.2	0.27	0.51	0.67	0.65	0.62
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	3.1	0.28	1.09	0.33	1.11	0.39
School level						
Elementary	3.1	0.45	1.29	0.44	1.55	0.65
Secondary	0.0	0.18	0.16	0.03	0.07	0.03
Combined	0.0	0.00	0.00	0.00	0.00	0.00
School size						
Less than 100	3.1	1.21	3.81	1.81	3.42	2.00
100 to 499	0.2	0.04	0.07	0.07	0.08	0.02
500 or more	0.0	0.00	0.00	0.00	0.00	0.00
Community type						
Urban	0.0	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.29	1.19	0.34	1.19	0.37
Region						
East	3.1	1.03	7.87	2.98	8.77	1.01
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	0.1	0.04	0.04	0.01	0.04	0.02
Tribally enrolled	0.1	0.04	0.04	0.01	0.04	0.02
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.02	0.08	0.09	0.08	0.04
Sex						
Male	0.08	0.03	0.05	0.02	0.03	0.01
Female	3.12	0.82	2.44	0.98	2.87	1.30

See footnotes at end of table.

Table C17— Standard errors for Table B17: Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity and sex:
1993-94—Continued

School characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ¹	Pension plan
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	39.7	2.11	2.03	1.84	2.33	2.17
School level						
Elementary	32.7	2.84	2.94	2.93	3.21	3.36
Secondary	21.4	4.07	3.50	3.75	4.65	3.69
Combined	9.6	2.02	2.25	2.52	3.70	3.15
School size						
Less than 100	26.3	3.22	4.08	4.45	5.13	4.42
100 to 499	36.1	3.16	2.93	2.56	2.88	2.83
500 or more	12.4	3.98	4.15	4.48	4.86	3.93
Community type						
Urban	11.0	0.00	6.44	8.57	14.89	0.00
Suburban	8.3	10.17	12.47	15.20	15.11	0.00
Rural-small town	39.8	2.19	1.99	1.87	2.25	2.24
Region						
East	12.6	6.74	8.46	8.98	7.71	7.88
Northern plains	17.4	3.70	6.63	5.04	5.89	4.12
Northwest	14.5	1.36	5.08	4.97	5.29	4.39
Southwest	8.4	2.23	2.02	3.58	3.95	4.17
South central	29.6	4.52	3.38	3.68	3.91	4.23
Alaska	12.3	1.23	1.23	2.29	4.28	3.61
Race-Ethnicity						
American Indian/Alaska Native	18.7	6.11	6.43	6.32	6.16	6.03
Tribally enrolled	14.8	6.03	6.72	7.08	6.22	5.96
Not enrolled	9.5	13.40	13.40	16.36	13.00	15.54
Asian/Pacific Islander	3.2	0.00	0.00	22.41	22.41	24.90
Black non-Hispanic	3.6	13.34	16.07	13.34	15.34	17.01
Hispanic	11.1	0.00	7.10	9.94	15.09	10.11
White non-Hispanic	40.6	2.42	2.25	2.23	2.59	2.33
Sex						
Male	36.4	2.28	2.23	1.82	2.77	2.26
Female	35.1	4.77	4.79	5.21	3.77	4.95

Table C17— Standard errors for Table B17: Percentage of principals who receive various benefits, by Indian school type, school level, school size, community type, region, race-ethnicity and sex:
1993-94—Continued

School characteristics	Total principals	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ²	Pension plan
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	248.9	0.28	0.52	0.68	0.65	0.63
School level						
Elementary	290.1	0.42	0.68	0.86	0.79	0.78
Secondary	158.1	0.36	0.60	0.64	0.81	0.83
Combined	141.9	1.71	3.13	3.25	2.72	2.49
School size						
Less than 100	237.5	1.52	2.15	2.54	2.75	2.74
100 to 499	540.0	0.56	0.76	1.03	0.94	0.85
500 or more	514.5	0.35	0.66	0.85	0.91	0.80
Community type						
Urban	286.8	0.63	0.97	1.42	1.45	1.42
Suburban	377.0	0.46	0.77	0.95	1.15	1.19
Rural-small town	341.7	0.53	0.72	0.93	0.98	0.91
Region						
East	202.7	0.36	0.58	0.74	0.63	0.69
Northern plains	82.1	0.81	1.58	1.50	1.67	1.45
Northwest	63.4	0.52	0.87	1.40	1.55	1.23
Southwest	74.6	0.23	0.83	2.44	2.77	2.29
South central	68.6	1.59	2.75	3.18	2.69	3.07
Alaska	11.4	0.00	0.61	2.65	4.25	1.97
Race-Ethnicity						
American Indian/Alaska Native	64.2	6.21	6.21	6.62	8.03	7.85
Tribally enrolled	54.0	10.76	10.44	10.28	13.06	11.06
Not enrolled	43.5	6.21	8.40	9.50	10.14	8.87
Asian/Pacific Islander	108.4	0.75	3.43	4.43	9.97	6.85
Black non-Hispanic	352.0	0.96	1.50	2.09	1.60	1.66
Hispanic	257.8	1.68	4.23	3.60	4.30	3.95
White non-Hispanic	549.9	0.31	0.59	0.65	0.62	0.71
Sex						
Male	610.8	0.31	0.61	0.73	0.77	0.70
Female	531.8	0.64	1.20	1.31	1.06	1.23

*There are no BIA or tribal schools in Alaska.

²In-kind benefits include housing, meals, tuition, child care, and transportation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public Principal Questionnaires).

Table C18— Standard errors for Table B18. Public school districts and Indian schools¹ with salary schedules, average base salary for full-time teachers by degree and years of teaching experience in units with salary schedules, and availability of retirement plans, by district and Indian school type, and region: 1993-94

Teacher characteristics	Total districts	Districts with salary schedules	Average base salary with schedule			Schedule maximum	Retirement plan avail.
			Bachelor's degree, no experience	Master's degree, no experience	Master's degree, 20 years experience		
TOTAL	70.7	0.72	\$59.11	\$61.51	\$109.48	\$116.68	0.27
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	3.1	1.55	0.00	0.00	0.00	0.00	1.52
Region							
East	3.1	5.76	0.00	0.00	0.00	0.00	3.84
Northern plains	0.0	0.05	0.00	0.00	0.00	0.00	0.04
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	—
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	21.1	1.23	92.16	114.95	385.16	429.81	0.04
Region							
East	12.0	12.97	323.63	426.60	1,276.62	1,113.06	0.00
Northern plains	4.9	1.63	195.80	261.13	447.51	463.89	0.00
Northwest	7.3	5.56	165.68	210.61	478.59	679.56	0.39
Southwest	8.3	0.00	139.25	226.60	579.59	397.32	0.00
South central	17.1	0.05	38.32	48.12	204.02	187.87	0.00
Alaska	1.8	3.18	268.94	260.06	647.77	356.86	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	71.8	0.76	62.00	64.64	118.12	125.98	0.28
Region							
East	94.9	0.86	72.53	82.74	179.42	182.77	0.20
Northern plains	92.4	2.57	89.33	92.80	136.89	162.96	1.27
Northwest	17.9	2.32	55.74	86.76	204.31	275.43	1.02
Southwest	8.2	1.95	405.85	396.13	631.46	563.86	0.20
South central	17.1	0.20	89.79	98.90	143.48	137.84	0.16
Alaska	1.7	0.00	111.84	374.92	926.77	568.62	0.00

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C19— Standard errors for Table B19. Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
TOTAL	235.2	0.64	0.67	0.70	0.75	0.55	0.42	0.57	0.32
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	3.1	0.52	1.18	1.13	1.10	0.55	0.18	0.28	1.69
School level									
Elementary	3.1	0.64	1.63	1.49	1.52	0.77	0.18	0.40	2.30
Secondary	0.0	0.12	0.06	0.04	0.10	0.07	0.01	0.02	0.02
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size									
Less than 100	3.1	2.61	4.82	4.62	4.41	2.41	0.40	1.41	6.63
100 to 499	0.2	0.01	0.07	0.03	0.04	0.03	0.02	0.02	0.01
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type									
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.55	1.26	1.24	1.17	0.59	0.21	0.26	1.85
Region									
East	3.1	4.90	10.79	7.83	8.84	5.91	0.96	1.01	12.73
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

See footnotes at end of table.

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Table C19— Standard errors for Table B19. Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Race-Ethnicity									
American Indian/Alaska Native	0.1	0.02	0.03	0.03	0.03	0.03	0.00	0.01	0.01
Tribally enrolled	0.1	0.02	0.03	0.03	0.03	0.03	0.00	0.01	0.01
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.03	0.07	0.07	0.05	0.07	0.04	0.04	0.01
Sex									
Male	0.1	0.02	0.02	0.02	0.03	0.02	0.01	0.01	0.01
Female	3.1	1.71	2.52	3.51	2.60	1.62	0.25	0.81	4.40
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	39.7	2.02	2.49	2.49	2.43	1.39	2.16	1.74	1.02
School level									
Elementary	12.4	2.66	3.89	3.63	3.09	2.12	1.88	2.32	1.14
Secondary	21.4	3.58	3.62	4.80	4.24	2.45	5.03	3.51	2.06
Combined	9.6	5.15	5.08	4.98	5.70	2.85	5.14	5.70	4.73
School size									
Less than 100	26.3	4.52	5.01	5.41	5.90	2.63	5.51	2.60	2.95
100 to 499	36.1	2.59	3.21	3.19	2.63	2.31	2.18	2.36	1.09
500 or more	12.4	4.14	4.02	4.69	3.69	3.70	4.00	3.88	2.29
Community type									
Urban	11.0	12.89	16.13	9.45	15.94	17.41	11.07	7.64	0.00
Suburban	8.3	14.73	16.40	10.76	20.14	11.56	0.00	16.10	0.00
Rural small town	39.8	1.91	2.46	2.37	2.43	1.45	2.21	1.72	1.09

See footnotes at end of table.

Table C19— Standard errors for Table B19. Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Region									
East	12.6	7.71	8.84	7.80	8.47	8.14	6.28	3.83	4.18
Northern plains	17.4	6.24	6.43	7.54	5.81	6.71	5.57	4.40	2.15
Northwest	14.5	5.14	5.68	5.97	5.80	3.93	2.78	5.06	2.49
Southwest	8.4	3.71	5.68	4.40	4.39	4.26	3.59	4.19	2.68
South central	29.6	3.13	4.05	4.82	4.91	2.21	4.12	2.86	1.77
Alaska	12.3	4.61	5.14	4.43	5.61	3.01	5.09	4.37	3.51
Race-Ethnicity									
American Indian/Alaska Native	18.7	6.49	7.50	6.84	6.05	4.37	5.94	6.21	5.83
Trially enrolled	14.8	6.15	8.28	5.44	6.55	5.83	6.78	3.28	3.21
Not enrolled	9.5	19.39	15.12	13.79	12.11	4.53	10.94	20.07	20.07
Asian/Pacific Islander	3.2	24.90	0.00	0.00	25.47	24.90	0.00	25.47	0.00
Black non-Hispanic	3.6	18.54	21.18	15.15	14.27	14.97	14.50	9.56	0.00
Hispanic	11.1	14.02	15.57	11.74	12.00	15.07	10.23	12.00	5.25
White non-Hispanic	40.6	2.04	2.72	2.77	2.53	1.53	2.30	2.05	0.86
Sex									
Male	36.4	2.49	2.47	2.85	2.78	1.44	2.40	1.88	1.46
Female	35.1	3.56	5.82	5.47	5.05	3.32	3.13	3.53	0.93
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	335.6	0.65	0.68	0.71	0.76	0.56	0.42	0.57	0.33
School level									
Elementary	290.1	0.72	0.93	0.97	1.02	0.73	0.54	0.78	0.41
Secondary	158.1	1.02	0.89	0.99	0.82	0.42	0.68	0.57	0.39
Combined	141.9	3.24	2.68	2.82	3.31	3.60	2.99	1.70	1.24
School size									
Less than 100	237.5	2.35	2.71	2.87	3.07	0.83	2.49	2.44	0.79
100 to 499	540.0	0.81	0.90	1.10	1.11	0.75	0.67	0.96	0.51
500 or more	514.5	0.91	0.96	0.90	1.12	0.81	0.50	0.79	0.54

See footnotes at end of table.

Table C19— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91. Standard errors for Table B19.—Continued

Principal characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
<i>Community type</i>									
Urban	286.8	1.29	1.51	1.35	1.26	1.23	0.66	1.45	0.72
Suburban	377.0	1.37	1.22	1.39	1.49	0.96	0.62	1.29	0.64
Rural-small town	341.7	0.96	0.86	1.00	1.03	0.59	0.64	0.76	0.45
<i>Region</i>									
East	202.7	0.68	0.81	0.85	0.90	0.55	0.48	0.74	0.32
Northern plains	82.1	1.42	1.49	1.80	1.73	0.90	1.17	1.37	0.85
Northwest	63.4	1.48	1.85	1.99	1.51	1.02	0.99	1.74	0.72
Southwest	74.6	2.12	2.94	2.60	3.01	2.59	2.02	2.76	1.29
South central	68.6	3.39	2.89	2.75	2.76	1.68	1.58	2.32	1.26
Alaska	11.4	3.43	3.29	3.64	3.20	1.57	2.72	3.19	0.90
<i>Race-Ethnicity</i>									
American Indian/Alaska Native	64.2	6.28	7.21	7.62	8.18	3.93	3.60	6.94	2.18
Trially enrolled	54.0	8.16	9.65	9.24	7.46	5.38	5.48	10.17	4.26
Not enrolled	43.5	7.18	8.36	8.33	8.52	5.63	4.94	7.49	1.41
Asian/Pacific Islander	108.4	8.81	8.21	8.70	8.30	3.37	0.96	8.02	8.03
Black non-Hispanic	352.1	1.90	1.77	2.03	2.27	1.94	1.39	1.77	1.01
Hispanic	257.8	4.19	3.64	3.38	4.93	3.75	1.92	2.81	0.65
White non-Hispanic	549.9	0.66	0.68	0.77	0.84	0.54	0.44	0.59	0.38
<i>Sex</i>									
Male	610.8	0.66	0.84	0.93	0.89	0.60	0.52	0.70	0.45
Female	531.8	1.28	1.32	1.08	1.37	1.15	0.62	1.27	0.57

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C20— Standard errors for Table B20. Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Poverty	Parental alc /drug abuse	Lack of parental involvement	Student absenteeism	Student apathy	Student tardiness	Student use of alcohol	Students dropping out	Lack of academic challenge
TOTAL	235.2	0.56	0.32	0.41	0.23	0.31	0.22	0.12	0.14	0.17
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	3.1	0.69	1.05	0.70	0.38	0.32	0.24	0.19	0.15	0.14
School level										
Elementary	3.1	1.05	1.60	0.79	0.27	0.30	0.16	0.02	0.04	0.22
Secondary	0.0	0.11	0.10	0.11	0.09	0.09	0.06	0.06	0.06	0.01
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size										
Less than 100	3.1	3.40	4.83	1.21	0.60	0.41	0.40	0.00	0.20	0.00
100 to 499	0.2	0.08	0.03	0.03	0.04	0.02	0.03	0.02	0.02	0.03
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type										
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.78	1.13	0.75	0.43	0.36	0.24	0.21	0.18	0.16
Region										
East	3.1	10.71	6.84	6.85	3.90	2.96	4.89	0.99	0.00	1.01
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity										
American Indian/Alaska Native	0.1	0.04	0.03	0.03	0.02	0.01	0.01	0.01	0.00	0.01
Tribally enrolled	0.1	0.04	0.03	0.03	0.02	0.01	0.01	0.01	0.00	0.01
Not enrolled	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.11	0.06	0.06	0.05	0.03	0.03	0.03	0.03	0.05

See footnotes at end of table.

Table C-20— Standard errors for Table 20: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental alcohol/drug abuse	Lack of parental involvement	Student absenteeism	Student apathy	Student tardiness	Student use of alcohol	Students dropping out	Lack of academic challenge
Sex										
Male	0.1	0.06	0.02	0.01	0.02	0.02	0.01	0.01	0.01	0.00
Female	3.1	2.19	2.93	1.71	1.07	0.48	0.25	0.16	0.24	0.73
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	39.7	2.30	1.91	2.12	1.47	1.44	1.35	1.22	0.95	1.11
School level										
Elementary	32.4	3.38	2.46	3.02	1.75	1.60	1.31	0.91	0.74	1.37
Secondary	21.4	4.09	3.17	3.95	3.21	3.56	3.06	3.62	2.54	2.15
Combined	9.6	4.29	5.01	4.13	3.64	4.84	5.03	2.27	3.72	1.05
School size										
Less than 100	26.3	4.74	4.72	3.91	3.81	3.05	2.91	3.93	3.14	2.10
100 to 499	36.1	3.32	2.58	3.16	1.87	1.88	1.64	1.69	1.05	1.58
500 or more	12.4	4.52	4.80	4.52	4.40	3.21	3.20	2.11	1.78	1.89
Community type										
Urban	11.0	13.40	8.57	8.57	9.94	8.57	12.06	0.00	0.00	8.57
Suburban	8.3	13.66	9.81	12.03	7.07	12.03	0.00	0.00	0.00	0.00
Rural-small town	39.8	2.31	1.91	2.22	1.51	1.49	1.33	1.26	0.99	1.14
Region										
East	12.6	7.70	0.30	5.45	6.66	6.67	3.63	6.83	6.58	0.30
Northern plains	17.4	6.28	6.27	4.95	5.25	5.26	5.62	3.29	3.62	3.61
Northwest	14.5	4.90	4.37	4.65	4.90	5.10	4.89	4.54	4.01	5.85
Southwest	8.4	4.37	5.40	5.29	4.92	3.02	3.46	3.59	2.29	2.28
South central	29.6	5.92	2.35	4.10	1.47	2.74	0.90	1.00	0.00	1.09
Alaska	12.3	3.79	5.44	3.51	2.85	2.99	3.26	4.00	2.95	1.70

See footnotes at end of table.

Table C20— Standard errors for Table 20: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental alcohol abuse	Lack of parental involvement	Student absenteeism	Student quality	Student tardiness	Student use of alcohol	Students dropping out	Lack of academic challenge
Race/Ethnicity										
American Indian/Alaska Native	18.7	6.50	5.34	5.91	5.06	3.68	3.43	2.51	2.76	3.16
Totally enrolled	14.8	7.29	5.98	6.50	6.42	4.45	4.05	2.95	3.16	3.74
Not enrolled	3.9	13.16	13.44	9.14	0.00	0.00	5.19	0.00	0.00	0.00
Asian/Pacific Islander	3.2	22.41	22.41	0.00	22.41	22.41	22.41	22.41	22.41	0.00
Black non-Hispanic	1.6	14.50	15.32	9.56	15.15	9.56	15.37	9.56	15.34	0.00
Hispanic	11.1	15.82	12.00	10.61	9.89	9.84	5.95	0.00	0.00	0.00
White non-Hispanic	40.6	2.67	1.80	2.25	1.42	1.77	1.48	1.45	1.15	1.22
Sex										
Male	36.4	2.13	2.60	2.45	1.93	2.00	1.76	1.64	1.36	1.15
Female	15.1	5.48	3.50	5.26	2.76	1.16	2.42	2.38	1.50	2.60
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT										
Total	335.6	0.57	0.32	0.42	0.23	0.32	0.22	0.13	0.14	0.17
School level										
Elementary	290.1	0.74	0.42	0.52	0.27	0.39	0.30	0.06	0.11	0.20
Secondary	156.1	0.67	0.49	0.66	0.50	0.56	0.48	0.49	0.46	0.30
Combined	141.9	2.00	0.81	1.44	1.08	1.41	0.56	0.93	0.75	0.57
School size										
Less than 100	237.5	1.42	1.44	1.38	0.81	1.35	0.60	1.13	1.20	0.31
100 to 499	540.6	0.59	0.48	0.54	0.30	0.47	0.30	0.22	0.16	0.23
500 or more	514.5	0.88	0.47	0.63	0.34	0.47	0.41	0.28	0.18	0.23
Community type										
Urban	286.8	1.41	0.89	1.00	0.65	0.60	0.63	0.15	0.18	0.39
Suburban	177.0	0.81	0.51	0.83	0.46	0.52	0.45	0.24	0.13	0.29
Rural small town	141.7	0.72	0.48	0.58	0.24	0.61	0.25	0.22	0.20	0.23

See footnotes at end of table.

Table C 20— Standard errors for Table 20: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Poverty	Parental a/c /drug abuse	Lack of parental involvement	Student absenteeism	Student apathy	Student tardiness	Student use of alcohol	Students dropping out	Lack of academic challenge
Region										
East	202.7	0.96	0.83	0.54	0.29	0.40	0.24	0.15	0.11	0.25
Northern plains	62.1	1.18	0.67	0.60	0.51	0.60	0.23	0.40	0.21	0.26
Northwest	63.4	1.03	0.89	0.91	0.67	0.76	0.45	0.57	0.38	0.31
Southwest	74.6	2.08	1.45	1.42	0.87	1.17	1.01	0.56	0.61	0.22
South central	66.6	2.44	1.69	2.41	0.74	1.71	0.80	0.62	0.77	0.60
Alaska	31.4	1.98	2.11	2.49	2.27	1.44	2.16	1.94	0.59	0.71
Race/Ethnicity										
American Indian/Alaska Native	64.7	5.63	3.10	3.11	4.08	2.52	3.35	1.67	0.68	0.68
Tribally enrolled	54.0	7.25	2.56	5.08	7.22	1.88	5.01	0.43	1.40	1.07
Not enrolled	43.5	7.59	1.51	4.84	4.99	4.54	4.04	3.12	1.92	1.01
Asian/Pacific Islander	108.4	5.80	2.62	3.81	3.13	1.29	1.27	0.94	1.03	0.63
Black non-Hispanic	352.1	1.99	1.17	1.41	0.82	0.84	1.08	0.09	0.40	0.68
Hispanic	257.8	4.64	2.61	3.56	1.98	1.98	1.70	0.73	1.95	0.91
White non-Hispanic	549.9	0.56	0.32	0.46	0.19	0.38	0.20	0.15	0.13	0.15
Sex										
Male	610.8	0.52	0.29	0.48	0.26	0.45	0.24	0.17	0.16	0.18
Female	531.8	1.19	0.62	0.65	0.39	0.46	0.46	0.13	0.25	0.28

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian and Public School Principal Questionnaires).

Table C21— Standard errors for Table B21: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1993-94

Teacher characteristics	Total teachers	Parental alcohol abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Verbal abuse of teachers	Students dropping out	Student tardiness
TOTAL	20,799.2	0.35	0.45	0.52	0.29	0.35	0.35	0.17	0.26	0.15	0.28
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	38.2	1.94	2.22	2.28	1.73	2.10	1.93	1.60	1.70	1.68	1.38
School level											
Elementary	34.4	2.81	3.56	3.43	2.35	2.85	2.00	1.52	1.87	1.91	1.64
Secondary	7.5	3.84	3.70	3.84	3.18	4.02	4.51	3.11	4.13	4.40	4.56
Combined	12.9	1.31	3.49	3.88	3.92	2.97	3.72	3.83	3.27	2.89	2.40
School size											
Less than 100	46.1	5.65	8.36	6.32	6.21	7.45	4.65	3.06	4.13	4.69	5.52
100 to 499	36.0	2.01	2.53	2.90	2.12	2.98	2.29	2.41	2.05	1.91	2.03
500 or more	27.2	4.09	3.90	4.06	4.25	3.78	3.46	3.34	3.00	3.40	2.95
Community type											
Urban	17.0	13.20	11.09	14.05	17.25	16.52	16.67	16.29	13.16	20.26	13.47
Suburban	11.3	6.15	7.01	4.98	15.2	7.01	9.86	9.47	4.66	9.49	6.94
Rural, small town	40.2	2.09	2.36	2.45	3.96	2.04	1.94	1.64	1.74	1.61	1.35
Region											
East	40.8	7.04	6.19	7.98	6.59	7.65	6.10	5.06	6.11	5.36	6.88
Northern plains	32.5	2.73	3.54	2.69	3.09	2.83	3.08	2.83	2.85	2.56	2.52
Northwest	37.8	10.93	10.12	15.73	13.07	13.12	8.61	16.96	11.06	15.76	10.42
Southwest	26.2	2.99	3.23	3.36	2.61	2.81	2.38	2.02	1.98	2.32	1.71
South-central	3.6	11.16	12.08	16.90	11.95	6.70	17.04	6.15	8.82	10.52	1.03
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	868.8	1.18	1.16	1.33	1.35	1.06	1.13	0.96	0.92	1.09	0.98
School level											
Elementary	750.0	1.06	1.57	1.84	1.54	1.30	1.71	0.99	1.24	0.94	1.24
Secondary	402.9	2.92	1.74	2.56	2.56	1.86	1.62	2.04	1.44	2.95	1.68
Combined	224.0	2.81	4.19	4.62	5.79	2.09	2.51	2.74	1.82	2.40	2.31

See footnotes at end of table.

Table C21— Standard errors for Table B21: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Parental alcohol/drug abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Verbal abuse of teachers	Students dropping out	Student tardiness
School size											
Less than 100	243.4	4.13	4.22	3.08	3.51	2.83	2.40	0.18	1.75	2.04	2.70
100 to 499	723.7	1.65	1.67	1.56	1.90	1.51	1.54	2.48	1.36	1.60	1.33
500 or more	498.0	2.04	2.38	2.69	3.07	2.27	1.91	1.53	1.48	2.35	1.96
Community type											
Urban	270.8	7.60	11.65	10.55	9.25	7.05	5.27	6.39	7.08	4.59	9.40
Suburban	149.2	8.58	8.75	9.73	7.68	4.94	11.85	8.02	8.44	2.58	7.66
Rural-small town	831.8	1.18	1.08	1.30	1.32	1.06	1.07	0.95	0.93	1.11	1.01
Region											
East	281.8	3.99	3.75	5.04	4.14	3.58	3.58	3.31	2.75	3.54	1.44
Northern plains	343.0	3.77	4.27	4.67	3.78	3.63	3.73	3.42	3.16	3.68	3.59
Northwest	366.5	2.58	2.46	2.48	2.92	2.75	2.71	3.16	2.39	3.02	2.57
Southwest	298.1	2.82	2.56	3.13	3.01	2.68	2.29	2.73	1.85	3.06	2.26
South central	544.0	1.55	2.45	2.30	1.21	1.49	2.10	1.07	1.44	0.79	0.92
Alaska	189.4	3.12	3.39	2.70	2.11	2.45	1.86	1.51	1.72	2.14	2.34
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	20,195.6	0.35	0.45	0.53	0.28	0.35	0.35	0.18	0.26	0.16	0.28
School level											
Elementary	16,399.7	0.53	0.59	0.85	0.38	0.47	0.48	0.13	0.36	0.14	0.37
Secondary	10,913.2	0.31	0.64	0.38	0.53	0.39	0.40	0.37	0.30	0.42	0.40
Combined	3,793.2	1.80	1.98	1.49	1.41	1.44	1.11	1.08	1.17	0.49	0.69
School size											
Less than 100	2,105.3	1.15	2.20	1.38	0.93	1.48	1.03	1.37	1.07	0.88	1.06
100 to 499	10,477.1	0.55	0.68	0.78	0.38	0.49	0.40	0.26	0.37	0.14	0.28
500 or more	26,103.6	0.39	0.53	0.56	0.35	0.46	0.47	0.22	0.32	0.24	0.40
Community type											
Urban	13,076.7	0.73	0.93	1.14	0.59	0.58	0.63	0.38	0.56	0.41	0.59
Suburban	15,303.6	0.59	0.82	0.75	0.53	0.60	0.65	0.28	0.43	0.24	0.50
Rural-small town	12,060.7	0.41	0.62	0.54	0.31	0.53	0.37	0.31	0.26	0.17	0.25

Table C21— Standard errors for Table B21: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

Teacher characteristics	Total teachers	Parental alc/drug abuse	Lack of parental involvement	Poverty	Student absenteeism	Student apathy	Disrespect for teachers	Student alcohol use	Verbal abuse of teachers	Students dropping out	Student tardiness
Region											
East	14,154.6	0.39	0.52	0.48	0.34	0.42	0.51	0.20	0.39	0.16	0.38
Northeast plains	3,590.3	0.69	0.67	0.85	0.59	0.71	0.68	0.46	0.53	0.24	0.36
Northwest	2,906.8	0.54	0.68	0.98	0.57	0.58	0.63	0.41	0.43	0.35	0.49
Southwest	7,582.9	1.31	1.68	1.71	1.14	1.32	0.82	0.50	0.50	0.51	1.12
South central	8,890.8	1.61	1.88	1.95	1.19	1.55	1.33	1.13	0.89	0.92	1.20
Alaska	362.7	1.53	1.39	1.15	1.46	1.51	1.18	1.58	0.84	1.09	1.43

Too few cases for a reliable estimate

^a Excludes tribal schools in Alaska

U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Teacher Questionnaire)

Table C22— Standard errors for Table B22: Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1993-94

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
TOTAL	393,745.6	0.06	20,759.2	0.59
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	265.1	0.06	25.40	0.14
School level				
Elementary	266.3	0.13	25.6	0.25
Secondary	11.4	0.00	1.5	0.01
Combined	0.0	0.00	0.0	0.00
School size				
Less than 100	255.9	1.10	24.7	1.54
100 to 499	34.5	0.00	3.4	0.00
500 or more	0.0	0.00	0.0	0.00
Community type				
Urban	0.0	0.00	0.0	0.00
Suburban	0.0	0.00	0.0	0.00
Rural-small town	265.1	0.07	25.4	0.15
Region				
East	265.2	0.85	25.4	1.54
Northern plains	1.6	0.00	0.2	0.00
Northwest	0.0	0.00	0.0	0.00
Southwest	0.0	0.00	0.0	0.00
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	12,049.5	0.19	822.7	0.27
School level				
Elementary	9,996.0	0.21	683.8	0.31
Secondary	5,715.6	0.42	412.8	0.57
Combined	2,071.8	0.73	136.8	0.62
School size				
Less than 100	1,415.6	0.63	189.1	0.84
100 to 499	9,939.0	0.20	713.7	0.39
500 or more	8,781.9	0.40	521.3	0.39
Community type				
Urban	3,550.5	0.47	214.9	1.55
Suburban	2,177.9	0.72	141.1	1.92
Rural-small town	11,362.9	0.19	789.8	0.26

See footnotes at end of table.

Table C22— Standard errors for Table B22: Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1993-94—Continued

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
Region				
East	4,907.3	0.52	310.1	0.94
Northern plains	5,296.8	0.52	392.0	1.01
Northwest	5,390.9	0.50	342.4	0.60
Southwest	5,094.0	0.38	283.6	0.40
South central	7,724.2	0.33	536.0	0.43
Alaska	2,703.7	0.32	215.4	0.50
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	389,653.0	0.06	20,488.6	0.06
School level				
Elementary	309,460.2	0.08	16,307.0	0.09
Secondary	182,557.2	0.09	11,262.8	0.08
Combined	51,443.5	0.18	3,101.9	0.23
School size				
Less than 100	16,496.9	0.24	2,152.6	0.29
100 to 499	178,218.2	0.08	11,423.7	0.12
500 or more	488,746.9	0.08	27,265.3	0.07
Community type				
Urban	277,518.5	0.13	15,045.6	0.13
Suburban	325,911.5	0.10	16,600.7	0.13
Rural-small town	215,105.8	0.09	13,460.1	0.09
Region				
East	241,818.1	0.08	14,119.7	0.07
Northern plains	55,060.5	0.13	3,549.5	0.16
Northwest	49,716.6	0.11	2,882.5	0.14
Southwest	175,502.0	0.23	7,606.8	0.22
South central	147,640.3	0.21	8,873.7	0.29
Alaska	5,908.0	0.30	364.9	0.40

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Questionnaires).

Table C23— Standard errors for Table B23: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94.

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.
TOTAL	235.2	0.68	0.52	0.58	0.67	0.24	0.91	0.68	0.57	0.19	0.32	0.62	0.77	0.73	0.40
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS															
Total	3.1	0.31	0.48	0.74	0.84	0.11	1.13	1.08	0.17	0.07	0.05	0.96	1.22	0.97	0.19
School level															
Elementary	3.1	0.36	0.74	1.15	1.20	0.16	1.76	1.67	0.24	0.11	0.07	1.16	1.77	1.42	0.25
Secondary	0.0	0.14	0.17	0.18	0.14	0.19	0.15	0.11	0.18	0.19	0.19	0.13	0.08	0.11	0.18
Combined	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School size															
Less than 100	3.1	1.20	2.62	3.44	3.02	0.79	5.41	4.61	0.40	0.40	0.20	3.23	6.02	4.20	1.19
100 to 499	0.2	0.04	0.03	0.04	0.07	0.03	0.05	0.03	0.04	0.03	0.03	0.07	0.05	0.07	0.03
500 or more	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community type															
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural small town	1.1	0.33	0.52	0.77	0.90	0.11	1.22	1.17	0.18	0.09	0.05	1.06	1.31	1.02	0.19
Region															
East	3.1	2.94	4.90	3.95	5.95	1.97	8.83	7.83	2.01	1.97	1.03	3.89	9.82	7.89	1.97
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southeast	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity															
American Indian/Alaska Native	0.1	0.04	0.04	0.04	0.04	0.04	0.03	0.04	0.04	0.05	0.05	0.04	0.03	0.03	0.04
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.03	0.04	0.05	0.08	0.01	0.08	0.01	0.05	0.01	0.01	0.06	0.04	0.08	0.02

Table C23— Standard errors for Table B23: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc	School board	Principal	Teachers	Parent assoc	State edu agency	School board	Principal	Teachers	Parent assoc
Sex															
Male	0.1	0.03	0.03	0.03	0.03	0.03	0.04	0.02	0.03	0.03	0.03	0.03	0.01	0.04	0.03
Female	3.1	0.98	1.24	2.14	2.61	0.16	2.93	2.93	0.48	0.16	0.16	2.14	3.33	2.76	0.65
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT															
Total	39.7	2.19	1.75	1.76	2.10	0.99	2.19	2.37	1.36	0.71	1.02	2.42	1.90	1.69	0.96
School level															
Elementary	32.4	2.99	1.82	2.59	2.92	1.04	3.11	3.59	1.65	0.68	1.07	3.27	2.92	2.71	1.40
Secondary	21.4	4.30	3.64	3.61	3.67	2.10	4.09	4.04	3.07	1.57	2.54	3.85	4.03	3.16	1.79
Combined	9.6	2.94	4.77	3.19	3.99	2.59	4.67	4.83	2.49	1.44	1.56	3.36	5.62	4.70	3.19
School size															
Less than 100	26.3	5.16	4.60	4.62	5.11	3.53	4.49	4.80	2.91	1.38	2.61	5.17	4.85	4.55	2.35
100 to 499	36.1	2.67	1.83	2.55	2.39	0.64	2.84	3.14	1.79	0.90	1.04	2.84	2.42	2.13	1.26
500 or more	12.4	3.17	2.57	4.27	5.02	1.81	2.70	4.26	3.84	1.09	1.45	4.80	4.74	5.18	2.01
Community type															
Urban	11.0	16.13	9.55	9.55	8.55	6.36	6.35	11.79	9.99	0.00	0.00	11.14	16.20	17.60	4.68
Suburban	8.3	14.09	0.00	7.43	13.94	0.00	14.07	0.00	13.71	0.00	10.21	13.29	13.47	10.76	0.00
Rural-small town	39.8	2.35	1.86	1.78	2.14	1.07	2.19	2.31	1.36	0.76	1.06	2.39	2.09	1.83	1.06
Region															
East	12.6	8.24	5.84	5.00	6.31	3.03	5.49	8.44	4.36	2.46	2.46	9.78	8.12	7.35	3.27
Northern plains	17.4	4.77	4.28	7.01	6.65	2.67	6.22	5.84	4.14	4.87	0.00	5.62	6.76	7.29	2.67
Northwest	14.5	5.35	3.87	4.52	5.31	1.78	5.67	4.78	4.21	1.78	1.75	6.58	4.27	5.23	2.85
Southwest	8.4	5.23	4.03	4.35	4.78	0.71	4.63	4.31	4.45	0.00	1.35	4.81	4.40	3.53	2.97
South central	29.6	5.57	1.55	4.18	3.68	0.99	5.01	5.47	1.58	0.56	2.61	4.86	4.74	3.23	1.19
Alaska	12.3	3.92	4.86	4.09	4.57	3.83	4.82	4.66	2.00	0.77	1.20	3.41	3.83	3.67	2.48
Race-Ethnicity															
American Indian/Alaska Native	18.7	5.46	4.28	4.78	5.05	1.51	6.35	6.99	3.19	1.51	5.00	5.35	5.55	5.27	3.31
Asian/Pacific Islander	3.2	24.90	22.41	25.47	25.47	0.00	22.41	0.00	0.00	0.00	0.00	22.41	24.90	0.00	0.00
Black non-Hispanic	3.6	14.27	14.27	13.89	13.89	13.89	18.76	13.89	14.38	14.38	14.38	18.54	18.54	14.72	14.72
Hispanic	11.1	14.94	14.94	16.83	14.61	0.00	11.95	14.95	17.44	13.26	0.00	13.96	17.21	12.40	0.00
White non-Hispanic	40.6	2.22	1.72	2.04	2.32	1.14	2.43	2.63	1.50	0.49	0.94	2.68	1.90	1.93	1.00

See footnotes at end of table.

Table C-23— Standard errors for Table B23: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers				Setting discipline policy				
		State edu agency	School board	Principal	Teachers	Parent assoc	School board	Principal	Teachers	Parent assoc	State edu agency	School board	Principal	Teachers	Parent assoc
Sex															
Male	36.4	2.51	2.06	2.10	2.32	1.06	2.68	1.99	1.43	0.81	1.28	2.27	2.66	1.97	1.11
Female	35.1	4.32	3.49	3.71	4.51	2.19	5.00	5.79	2.71	1.25	1.84	5.52	4.42	4.48	2.49
**															
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT															
Total	335.6	0.70	0.53	0.59	0.68	0.24	0.51	0.70	0.58	0.19	0.32	0.63	0.79	0.74	0.40
School level															
Elementary	290.1	0.89	0.71	0.75	0.90	0.32	0.72	0.80	0.72	0.25	0.43	0.86	1.03	1.01	0.53
Secondary	158.1	0.89	0.52	0.72	0.72	0.26	0.61	0.87	0.61	0.30	0.40	0.83	0.91	0.87	0.43
Combined	141.9	2.87	1.68	2.63	2.52	0.49	2.73	2.87	2.70	0.58	0.93	3.08	3.01	2.53	0.92
School size															
Less than 100	217.5	2.73	1.60	2.60	2.65	0.50	2.18	3.66	2.05	1.21	0.93	2.34	3.07	3.27	1.31
100 to 499	540.0	1.04	0.81	0.87	0.98	0.34	0.97	1.01	0.87	0.26	0.52	0.90	1.18	1.11	0.50
500 or more	514.5	0.87	0.82	0.81	0.90	0.33	0.72	1.03	0.81	0.34	0.62	0.85	1.06	0.96	0.65
Community type															
Urban	286.8	1.44	1.42	0.97	1.28	0.59	1.09	1.43	0.95	0.35	0.77	1.38	1.61	1.55	0.68
Suburban	377.0	1.33	1.03	1.23	1.26	0.45	1.18	1.21	1.09	0.60	0.67	1.20	1.29	1.19	0.93
Rural-small town	341.7	1.03	0.60	1.03	0.95	0.31	0.84	1.04	0.79	0.24	0.35	0.82	1.16	1.06	0.46
Region															
East	202.7	0.86	0.77	0.72	0.80	0.25	0.62	0.84	0.49	0.14	0.45	0.84	1.01	0.96	0.47
Northern plains	82.1	1.46	1.21	1.54	1.35	0.25	1.41	1.41	1.32	0.36	0.41	1.40	1.49	1.70	0.47
Northwest	63.4	1.05	1.00	1.24	1.80	0.42	1.23	1.72	1.86	0.90	0.58	1.50	1.60	1.73	1.20
Southwest	74.6	2.60	2.25	2.13	2.53	1.06	2.64	2.43	2.97	1.13	1.48	2.17	2.64	2.48	1.96
South central	68.6	3.03	2.46	2.15	2.52	0.88	2.36	2.85	2.62	1.05	1.86	3.31	3.22	2.95	1.42
Alaska	11.4	1.72	3.47	2.34	3.92	1.05	2.83	2.81	1.58	0.88	1.43	3.19	3.92	3.26	1.26
Race-Ethnicity															
American Indian/Alaska Native	64.7	6.28	3.69	4.94	5.93	0.30	4.21	8.34	5.44	0.00	2.00	5.98	7.66	8.37	3.46
Asian/Pacific Islander	108.4	8.22	7.89	4.02	7.61	0.57	6.10	9.50	9.88	0.64	6.36	10.53	9.41	8.35	0.81
Black non-Hispanic	352.1	2.63	1.98	1.47	1.68	1.16	2.00	2.10	0.93	0.44	1.25	1.93	2.23	2.04	1.43
Hispanic	257.8	4.25	2.92	3.16	3.93	1.22	3.09	4.27	4.02	0.88	2.65	3.65	4.83	4.65	3.40
White non-Hispanic	549.9	0.69	0.52	0.63	0.67	0.22	0.65	0.73	0.54	0.20	0.33	0.65	0.77	0.75	0.38

Table C23— Standard errors for Table B23: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics, curriculum, hiring new full-time teachers, and sex, 1993-94—Continued																
Principal characteristics		Total principals	Establishing curriculum				Hiring new full-time teachers				Setting discipline policy					
			State edu agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.
Sex																
Male		640.8	0.79	0.60	0.72	0.78	0.21	0.70	0.78	0.55	0.21	0.40	0.68	0.83	0.73	0.42
Female		531.8	1.23	0.94	1.08	1.15	0.54	1.15	1.12	1.15	0.40	0.69	1.05	1.43	1.21	0.80

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C24— Standard errors for Table B24: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94

Principal characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
TOTAL	235.2	0.72	0.56	0.64	0.22	0.61
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	3.1	1.03	0.22	0.28	0.05	0.49
School level						
Elementary	3.1	1.52	0.35	0.34	0.07	0.77
Secondary	0.0	0.10	0.01	0.03	0.00	0.06
Combined	0.0	0.00	0.00	0.00	0.00	0.00
School size						
Less than 100	3.1	3.80	0.80	0.40	0.21	2.39
100 to 499	0.2	0.03	0.02	0.03	0.00	0.06
500 or more	0.0	0.00	0.00	0.00	0.00	0.00
Community type						
Urban	0.0	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	1.10	0.23	0.32	0.06	0.50
Region						
East	3.1	9.72	3.87	0.99	0.00	4.87
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	0.1	0.04	0.01	0.01	0.00	0.05
Tribally enrolled	0.1	0.04	0.01	0.01	0.00	0.05
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	0.0	0.00	0.00	0.00	0.00	0.00
White non-Hispanic	0.2	0.01	0.03	0.03	0.01	0.03
Sex						
Male	0.1	0.03	0.03	0.01	0.00	0.02
Female	3.1	2.85	0.57	0.57	0.17	1.54
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	39.7	2.27	2.33	1.37	0.76	2.03
School level						
Elementary	32.4	3.04	3.45	1.86	1.34	2.68
Secondary	21.4	3.93	4.16	3.02	0.51	3.84
Combined	9.6	4.37	3.67	2.98	0.00	4.71

See footnotes at end of table.

Table C24— Standard errors for Table B24: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
School size						
Less than 100	26.3	5.29	4.47	3.24	0.22	4.52
100 to 499	36.1	3.05	3.21	1.71	1.16	2.45
500 or more	12.4	4.45	4.06	3.87	1.12	3.96
Community type						
Urban	11.0	11.23	10.20	4.62	0.00	16.64
Suburban	8.3	15.49	7.07	10.76	11.08	10.17
Rural-small town	39.8	2.34	2.44	1.44	0.73	1.96
Region						
East	12.6	6.95	7.52	6.83	4.48	5.46
Northern plains	17.4	6.85	6.95	2.85	2.87	4.16
Northwest	14.5	5.42	3.98	4.09	1.43	5.39
Southwest	8.4	5.62	4.03	4.43	0.19	4.35
South central	29.6	4.59	5.13	2.26	1.89	3.50
Alaska	12.3	3.67	2.96	3.63	0.00	4.38
Race-Ethnicity						
American Indian/Alaska Native	18.7	6.27	4.46	5.16	2.71	5.54
Tribally enrolled	14.8	7.41	5.15	6.82	3.01	3.67
Not enrolled	9.5	18.97	0.00	5.75	0.00	20.06
Asian/Pacific Islander	3.2	0.00	0.00	0.00	0.00	0.00
Black non-Hispanic	3.6	15.59	10.07	16.07	0.00	15.32
Hispanic	11.1	15.19	12.76	0.00	0.00	14.89
White non-Hispanic	40.6	2.83	2.76	1.41	0.77	2.21
Sex						
Male	36.4	2.70	2.85	1.41	1.10	2.24
Female	35.1	5.40	5.10	3.06	0.73	3.63
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	248.9	0.74	0.57	0.65	0.23	0.62
School level						
Elementary	290.1	0.92	0.74	0.84	0.28	0.77
Secondary	158.1	0.85	0.74	0.66	0.33	0.79
Combined	141.9	2.13	3.37	3.00	0.43	1.83
School size						
Less than 100	237.5	2.22	2.04	2.53	2.36	2.19
100 to 499	540.0	1.14	0.82	0.94	0.32	0.84
500 or more	514.5	0.87	0.80	0.80	0.23	0.84
Community type						
Urban	286.8	1.20	1.10	1.15	0.57	1.07
Suburban	377.0	1.26	1.11	0.90	0.38	1.17
Rural-small town	341.7	1.00	0.79	0.94	0.32	0.88

See footnotes at end of table.

Table C24— Standard errors for Table B24: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1993-94—Continued

Principal characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
Region						
East	202.7	0.89	0.62	0.63	0.30	0.86
Northern plains	82.1	1.25	1.35	1.19	0.51	1.15
Northwest	63.4	1.79	1.65	0.97	0.40	1.70
Southwest	74.6	2.48	2.40	2.61	1.11	2.25
South central	68.6	2.87	2.03	2.42	0.72	1.74
Alaska	11.4	3.09	2.02	1.58	0.64	3.63
Race-Ethnicity						
American Indian/Alaska Native	64.2	7.12	4.87	5.51	1.88	6.87
Trially enrolled	54.0	9.13	7.33	5.48	4.01	9.94
Not enrolled	43.5	9.43	6.13	9.56	0.00	6.94
Asian/Pacific Islander	108.4	7.33	2.21	7.56	1.10	7.07
Black non-Hispanic	352.1	1.95	1.98	1.63	1.04	1.74
Hispanic	257.8	3.59	3.41	3.26	1.16	2.23
White non-Hispanic	549.9	0.83	0.60	0.69	0.23	0.74
Sex						
Male	610.8	0.88	0.71	0.74	0.28	0.81
Female	531.8	1.23	1.06	1.14	0.36	1.15

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School Principal Questionnaires).

Table C25— Standard errors for Table B25: Mean and standard deviation of students per full-time-equivalent (FTE) teacher at various grade levels, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Total (Grades K-12) ²	
		Mean	Std. Dev.
TOTAL	70.7	0.07	0.10
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	3.1	0.00	0.00
Region			
East	3.1	0.00	0.00
Northern plains	0.0	0.00	0.00
Northwest	0.0	0.00	0.00
Southwest	0.0	0.00	0.00
South central	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	211.0	0.18	0.13
Region			
East	12.0	1.10	0.63
Northern plains	4.5	0.25	0.10
Northwest	7.3	0.59	0.30
Southwest	8.3	0.28	0.14
South central	17.1	0.20	0.17
Alaska	1.8	0.33	0.27
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	73.8	0.07	0.10
Region			
East	54.9	0.09	0.15
Northern plains	52.4	0.24	0.25
Northwest	17.9	0.33	0.24
Southwest	8.2	0.41	0.19
South central	17.1	0.09	0.07
Alaska	1.7	1.42	2.53

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²Includes kindergarten through 12th grade and equivalent ungraded schooling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

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Table C26— Standard errors for Table B26: Percentage of total, continuing, and newly hired full-time-equivalent (FTE) teaching staff certified in their field of assignment, by district and Indian school,¹ and region: 1993-94

Teacher characteristics	Total FTE teaching staff	All teachers	Continuing	Newly hired
TOTAL	18,790.8	0.04	0.03	0.21
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	0.0	0.00	0.00	0.00
Region				
East	0.0	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00
South central	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	1,137.5	0.10	0.07	0.46
Region				
East	1,045.6	0.13	0.01	3.69
Northern plains	506.0	0.13	0.08	1.12
Northwest	300.4	0.25	0.26	0.76
Southwest	357.2	0.47	0.43	1.01
South central	425.3	0.09	0.06	1.10
Alaska	74.5	0.04	0.02	0.23
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	18,602.0	0.04	0.03	0.21
Region				
East	14,530.6	0.03	0.03	0.18
Northern plains	2,864.5	0.05	0.05	0.29
Northwest	4,975.8	0.16	0.15	0.75
Southwest	10,772.6	0.18	0.16	0.68
South central	4,130.6	0.15	0.12	0.89
Alaska	64.1	0.00	0.00	0.01

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C27— Standard errors for Table B27: Percentage of specified criteria required of applicants and used for hiring decisions for teachers in public school districts and Indian schools, by district and Indian school type, and region: 1993-94

District characteristics ¹	Certification type				Approved teacher ed. program graduate	Complete special knowledge test		
	Total districts	Full standard	Emergency/ temporary	College major or minor		District test	State test	National Teachers Examination
TOTAL	70.7	0.87	0.88	1.12	0.84	0.29	0.93	0.85
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	3.1	1.47	0.97	1.22	1.23	0.33	0.79	0.54
Region								
East	3.1	5.73	3.80	3.80	4.78	1.92	3.84	3.80
Northern plains	0.0	0.05	0.03	0.04	0.04	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	21.1	1.78	2.90	2.68	2.11	0.31	2.20	2.68
Region								
East	12.0	0.00	15.56	14.37	5.55	0.00	13.90	13.23
Northern plains	4.5	3.94	4.35	2.20	3.41	1.55	3.13	1.89
Northwest	7.3	2.87	6.83	3.12	3.92	0.00	7.18	7.44
Southwest	8.3	2.99	6.79	5.31	7.39	0.00	5.36	7.51
South central	17.1	3.84	4.22	4.33	3.54	0.60	3.46	3.76
Alaska	1.8	3.60	6.04	5.47	4.49	0.00	0.00	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	73.8	0.90	0.92	1.16	0.87	0.30	0.96	0.87
Region								
East	54.9	0.92	1.24	1.36	0.94	0.34	1.11	1.24
Northern plains	52.4	1.26	2.05	2.23	1.94	1.40	2.21	1.78
Northwest	17.9	3.51	3.11	3.07	3.25	0.63	3.46	2.00
Southwest	8.2	3.64	4.73	7.15	7.75	0.58	6.14	5.06
South central	17.1	2.85	1.85	3.01	2.44	0.21	1.84	1.50
Alaska	1.7	7.30	4.76	5.62	2.72	0.00	0.00	0.00

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C 28— Standard errors for Table B28: Percentage of approved positions filled, by whom filled, and withdrawn, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total positions	Positions filled	Positions filled by			
			Newly hired teachers	Continuing teachers	Positions vacant/substitute	Positions withdrawn
TOTAL	19,450.0	0.08	0.41	0.41	0.02	0.01
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	0.0	1.62	0.25	1.41	0.03	0.00
Region						
East	0.0	6.69	1.60	5.10	0.02	0.00
Northern plains	0.0	0.05	0.01	0.05	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,146.4	0.14	0.48	0.48	0.10	0.02
Region						
East	1,045.6	0.04	0.64	0.64	0.04	0.00
Northern plains	511.0	0.35	0.53	0.53	0.10	0.04
Northwest	305.0	0.18	1.87	1.87	0.06	0.06
Southwest	366.4	0.62	1.12	1.12	0.61	0.05
South central	433.3	0.20	0.52	0.52	0.09	0.03
Alaska	75.7	0.09	1.21	1.21	0.00	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	19,261.6	0.08	0.43	0.43	0.02	0.01
Region						
East	14,789.1	0.04	0.42	0.42	0.03	0.01
Northern plains	2,904.5	0.06	1.48	1.48	0.05	0.01
Northwest	4,963.3	0.14	1.41	1.41	0.05	0.02
Southwest	11,317.7	0.84	0.92	0.92	0.06	0.00
South central	4,350.8	0.09	0.48	0.48	0.06	0.02
Alaska	64.9	0.51	0.46	0.46	0.00	0.00

— Too few cases for a reliable estimate.

* There are no BIA or tribal schools in Alaska.

¹ Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C29— Standard errors for Table B29: Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
TOTAL	182.7	0.24	0.21
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	3.1	0.09	0.09
Community type			
Urban	0.0	0.00	0.00
Suburban	0.0	0.00	0.00
Rural-small town	3.1	0.08	0.08
Region			
East	3.1	1.00	1.00
Northern plains	0.0	0.06	0.06
Northwest	0.0	0.00	0.00
Southwest	0.0	0.00	0.00
South central	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	39.7	2.19	2.19
Community type			
Urban	11.6	13.88	13.88
Suburban	8.3	13.75	13.75
Rural-small town	39.8	2.30	2.30
Region			
East	14.2	7.08	7.08
Northern plains	19.3	6.31	6.31
Northwest	15.2	4.27	4.27
Southwest	8.1	4.19	4.19
South central	29.0	3.32	3.32
Alaska	13.6	4.31	4.31
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	176.9	0.24	0.21
Community type			
Urban	265.2	0.70	0.56
Suburban	376.6	0.54	0.48
Rural-small town	317.3	0.31	0.28

See footnotes at end of table.

Table C-29— Standard errors for Table B-29: Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1993-94—Continued

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
Region			
East	144.6	0.27	0.20
Northern plains	62.6	0.58	0.43
Northwest	27.5	1.08	1.05
Southwest	77.0	1.13	1.13
South central	53.7	1.22	1.12
Alaska	13.0	3.43	3.43

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C.30— Standard errors for Table B.30: Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	General elementary	Special ed	English	Math	Physical science	Biology/life science	Foreign language	Bilingual ed./ESL
TOTAL	182.7	0.75	0.66	0.45	0.42	0.44	0.35	0.33	0.46
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	3.1	1.00	1.03	0.28	0.22	0.32	0.25	0.11	0.21
Community type									
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	1.11	1.07	0.29	0.25	0.35	0.29	0.13	0.24
Region									
East	3.1	8.62	3.78	1.96	0.98	3.17	0.00	0.00	0.00
Northern plains	0.0	0.03	0.02	0.01	0.01	0.01	0.01	0.00	0.01
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	39.7	2.48	2.05	1.84	1.37	1.29	1.06	1.28	0.98
Community type									
Urban	11.6	13.28	8.68	9.16	4.27	7.72	7.72	0.00	8.71
Suburban	8.3	13.81	12.59	0.00	0.00	10.31	8.40	11.17	0.00
Rural-small town	39.8	2.43	2.11	1.87	1.45	1.29	1.08	1.30	1.05
Region									
East	14.2	8.59	6.19	4.04	4.83	4.82	5.31	3.59	0.00
Northern plains	19.3	4.68	6.74	5.68	5.03	5.91	3.68	4.36	2.40
Northwest	15.2	5.06	5.12	5.60	3.31	4.72	2.46	3.54	3.32
Southwest	8.1	4.69	5.02	3.56	3.15	3.60	3.20	3.43	3.34
South central	29.0	4.98	3.58	4.13	2.13	1.57	1.47	3.17	1.55
Alaska	13.6	4.80	4.26	4.19	3.09	2.96	3.14	0.73	3.45
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	176.9	0.76	0.67	0.46	0.42	0.45	0.36	0.33	0.47
Community type									
Urban	265.2	1.68	1.40	0.77	0.78	0.87	0.80	0.73	1.23
Suburban	376.7	1.58	1.35	0.96	0.78	0.89	0.72	0.65	0.94
Rural-small town	317.3	1.06	1.00	0.67	0.66	0.71	0.55	0.51	0.60

See footnotes at end of table.

Table C-30— Standard errors for Table B-30: Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1993-94—Continued

School characteristics	Total schools	General elementary	Special ed	English	Math	Physical science	Biology/life science	Foreign language	Bilingual ed/ESL
Region									
East	144.6	0.85	0.80	0.59	0.50	0.48	0.33	0.45	0.39
Northern plains	62.6	1.63	1.21	0.94	0.75	0.94	0.62	0.82	0.50
Northwest	27.5	1.59	1.57	0.90	0.83	0.82	1.05	0.56	0.80
Southwest	77.0	2.83	2.78	1.58	1.43	1.59	1.35	1.01	2.37
South central	53.8	3.09	2.96	1.89	1.85	2.60	1.97	1.33	2.33
Alaska	13.0	3.73	3.17	2.37	2.61	2.86	1.78	1.57	2.96

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Indian School Questionnaires).

See footnotes at end of table.

Table C31— Standard errors for Table B31: Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1993-94

School characteristics	Total schools	General elementary	Special ed	English	Math	Physical science	Biology/life science	Foreign language	Bilingual ed./ESL
TOTAL	182.7	0.41	0.87	0.79	1.08	0.96	1.45	1.31	1.88
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	3.1	0.01	2.33	0.00	0.02	0.00	0.00	0.00	0.00
Community type									
Urban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Suburban	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	3.1	0.01	2.40	0.00	0.00	0.01	0.00	0.00	0.00
Region									
East	3.1	0.00	6.69	0.00	0.00	0.00	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	39.7	1.14	3.85	0.70	3.55	3.61	3.12	5.35	4.51
Community type									
Urban	11.6	15.42	22.96	0.00	0.00	0.00	0.00	0.00	42.19
Suburban	8.3	19.23	20.43	0.00	0.00	0.00	0.00	0.00	0.00
Rural-small town	39.8	0.34	4.11	0.72	3.73	3.65	3.38	5.34	4.03
Region									
East	14.2	5.74	17.19	0.00	0.00	0.00	0.00	31.15	0.00
Northern plains	19.3	0.00	9.08	0.00	5.07	21.84	23.46	25.11	0.00
Northwest	15.2	0.00	5.86	0.00	12.93	13.05	0.00	21.22	17.04
Southwest	8.1	4.81	5.88	2.24	6.13	6.78	3.05	13.27	10.43
South central	29.0	0.00	15.32	0.00	0.00	0.00	0.00	6.03	4.42
Alaska	13.6	0.00	4.10	2.41	0.00	0.00	0.00	0.00	0.00
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	176.9	0.42	0.88	0.81	1.10	1.00	1.48	1.34	1.92
Community type									
Urban	265.1	0.96	1.83	0.60	2.78	2.85	3.26	2.20	3.41
Suburban	376.7	0.38	2.10	1.04	1.51	1.34	2.24	1.84	3.18
Rural-small town	317.3	0.65	1.29	1.40	1.58	1.79	1.85	2.20	4.45

See footnotes at end of table.

**Table C31— Standard errors for Table B31: Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region:
1993-94—Continued**

School characteristics	Total schools	General elementary	Special ed.	English	Math	Physical science	Biology/life science	Foreign language	Bilingual ed./ESL
Region									
East	144.6	0.43	1.03	0.42	1.34	1.41	1.77	1.44	2.18
Northern plains	62.6	0.78	2.26	0.16	1.58	3.35	2.21	3.58	7.08
Northwest	27.5	0.58	2.31	0.48	1.37	1.36	1.89	3.06	3.14
Southwest	77.0	1.38	2.94	1.57	2.77	4.07	4.21	7.23	5.01
South central	53.8	2.82	4.50	6.03	5.05	4.56	6.41	6.60	5.75
Alaska	13.0	0.00	2.38	5.46	5.35	2.51	16.85	16.98	10.17

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Indian School Questionnaires).

Table C32— Standard errors for Table B32: Percentage of public school districts and Indian schools with free retraining available to staff members preparing to teach in fields with current or anticipated shortages, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Any field	Special ed	Math	Bilingual ed/ESL	Physical science	Computer science	Bio/Life science	Foreign language	Voc. ed	Other fields
TOTAL	70.7	0.84	0.68	0.72	0.72	0.66	0.77	0.67	0.52	0.52	0.22
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	3.1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Region											
East	3.1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	211.0	2.83	2.38	2.26	2.14	1.34	2.24	1.42	1.39	1.25	0.02
Region											
East	12.0	5.82	5.82	0.00	0.00	0.00	0.00	0.00	1.08	0.00	0.00
Northern plains	4.5	2.89	2.84	2.28	0.86	2.12	2.14	2.28	2.08	2.28	0.28
Northwest	7.3	7.66	6.66	6.85	6.90	6.77	7.74	6.92	0.23	5.49	0.00
Southwest	8.3	6.87	6.91	8.16	7.09	3.90	6.70	3.90	7.87	3.35	0.00
South central	17.1	3.98	3.49	3.23	2.88	2.23	2.58	2.23	1.61	1.69	0.00
Alaska	1.8	5.73	5.72	3.39	0.35	3.32	4.00	3.39	0.26	3.36	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	73.8	0.88	0.72	0.76	0.76	0.69	0.80	0.71	0.54	0.54	0.22
Region											
East	54.9	1.04	0.92	0.96	0.95	0.89	1.11	0.90	0.89	0.88	0.42
Northern plains	52.4	1.73	1.50	1.60	1.27	1.43	1.53	1.43	0.69	0.91	0.22
Northwest	17.9	2.56	2.48	2.28	2.19	2.31	2.30	2.43	1.01	1.11	0.43
Southwest	8.2	6.60	3.36	4.49	6.28	4.41	3.19	4.47	2.62	2.44	0.14
South central	17.1	2.53	2.46	2.35	2.57	2.27	2.35	2.20	2.03	2.00	0.17
Alaska	1.7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

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Table C33— Standard errors for Table B33: Percentage of public school districts and Indian schools that used teacher pay incentives to recruit or retain teachers in fields with shortages, and types of incentives offered, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives in districts using incentives		
			Bonuses	Different step on salary schedule	Other salary increase
TOTAL	70.7	0.62	2.51	2.74	2.68
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	3.1	0.00	0.00	0.00	0.00
Region					
East	3.1	0.00	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00
South central	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	21.1	1.04	1.56	4.71	4.90
Region					
East	12.0	0.00	0.00	0.00	0.00
Northern plains	4.5	3.34	0.00	7.68	7.68
Northwest	7.3	2.70	13.59	13.59	0.00
Southwest	8.3	2.21	0.00	0.00	0.00
South central	17.1	1.79	3.05	0.00	3.05
Alaska	1.8	2.79	8.13	8.13	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	73.8	0.64	2.63	2.89	2.83
Region					
East	54.9	0.76	1.63	4.15	4.25
Northern plains	52.4	1.15	1.22	3.87	3.95
Northwest	17.9	1.36	6.23	13.40	12.11
Southwest	8.2	3.92	9.70	5.14	7.71
South central	17.1	2.91	6.72	2.88	6.68
Alaska	1.7	0.00	0.00	0.00	0.00

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C34— Standard errors for Table B34: Percentage of public school districts and Indian schools that used teacher pay incentives for completion of inservice training, college credit, or other purposes, and types of incentives offered, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives for inservice training and college credit			
			Bonuses	Different step on salary schedule	Other salary increase	Other purposes
TOTAL	70.7	1.11	1.40	1.66	1.47	1.45
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	3.1	0.00	0.00	0.00	0.00	0.00
Region						
East	3.1	0.00	0.00	0.00	0.00	0.00
Northern plains	0.0	0.00	0.00	0.00	0.00	0.00
Northwest	0.0	0.00	0.00	0.00	0.00	0.00
Southwest	0.0	0.00	0.00	0.00	0.00	0.00
South central	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	—
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	21.1	2.42	2.82	3.36	2.86	3.89
Region						
East	12.0	9.45	13.08	13.48	8.46	5.12
Northern plains	4.5	4.72	5.29	5.98	4.22	4.55
Northwest	7.3	6.41	5.30	8.51	7.95	1.94
Southwest	8.3	6.68	0.00	4.23	5.42	10.84
South central	17.1	3.51	9.80	10.10	10.44	9.89
Alaska	1.8	5.84	0.00	4.63	4.63	4.80
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	73.8	1.15	1.45	1.70	1.51	1.50
Region						
East	54.9	1.15	1.10	1.90	1.83	1.13
Northern plains	52.4	2.31	2.32	2.72	3.31	2.03
Northwest	17.9	3.72	3.58	3.51	1.78	2.73
Southwest	8.2	6.77	8.87	9.70	5.28	8.95
South central	17.1	1.76	7.74	6.18	5.37	6.87
Alaska	1.7	7.24	0.00	0.00	1.18	8.38

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C35— Standard errors for Table B35: Percentage of public school districts and Indian schools with teacher layoffs and full-time-equivalent (FTE) teachers laid off at end of 1992-93 school year, by district and Indian school type, and region: 1993-94

District characteristics ¹	Total districts	Units experiencing layoff
TOTAL	70.7	0.46
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	3.1	0.00
Region		
East	3.1	0.00
Northern plains	0.0	0.00
Northwest	0.0	0.00
Southwest	0.0	0.00
South central	—	—
Alaska	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	21.1	2.15
Region		
East	12.0	14.85
Northern plains	4.5	3.38
Northwest	7.3	8.55
Southwest	8.3	2.67
South central	17.1	2.68
Alaska	1.8	4.60
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	73.8	0.50
Region		
East	54.9	0.64
Northern plains	52.4	1.88
Northwest	17.9	1.56
Southwest	8.2	0.90
South central	17.1	1.43
Alaska	1.7	4.08

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian School and Teacher Demand and Shortage Questionnaires).

Table C.36— Standard errors for Table B.36: Percentage distribution of student race-ethnicity, by Indian school type, community type, and region: 1993-94

Student characteristics	Total students	American Indian/ Alaska Native	White, non-Hispanic	All other races
TOTAL	393,728.2	0.05	0.67	0.67
INDIAN SCHOOL TYPE				
BIA/tribal school	2,046.3	1.02	—	—
Public, high Indian enrollment	12,744.4	1.68	1.47	1.25
Public, low Indian enrollment	407,615.8	0.05	0.66	0.66
COMMUNITY TYPE				
Urban	35,418.0	9.71	2.41	4.40
Suburban	879,657.1	7.18	2.60	4.24
Rural-small town	756,953.2	7.61	2.44	2.65
REGION				
East	817,209.2	0.19	1.85	1.85
Northern plains	414,812.6	0.81	5.38	5.50
Northwest	596,717.7	1.25	7.66	7.28
Southwest	572,723.5	0.80	6.40	6.25
South central	352,287.4	0.40	6.37	6.45
Alaska	6,064.8	1.45	1.40	0.40

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C37— Standard errors for Table B37: Linguistic characteristics of students, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Language besides English spoken in home	Limited English Proficient
TOTAL	393,728.2	0.96	0.56
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	2,046.3	2.62	2.71
Race-ethnicity			
American Indian/Alaska Native	1,995.0	2.72	2.80
White, non-Hispanic	—	—	—
All other races	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	12,744.4	1.47	1.64
Race-ethnicity			
American Indian/Alaska Native	6,800.4	2.29	2.53
White, non-Hispanic	6,971.1	0.00	1.38
All other races	4,082.1	6.40	5.21
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	407,615.8	0.97	0.57
Race-ethnicity			
American Indian/Alaska Native	21,548.4	1.13	4.16
White, non-Hispanic	278,476.5	0.38	0.32
All other races	347,980.4	2.63	1.69

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C.38— Standard errors for Table B.38: Percentage of students receiving academic and support services from their schools, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Free/reduced price lunch	Gifted/ talented program	Remedial education	Chapter 1	ESL or Bilingual	IDEA services
TOTAL	393,728.2	1.46	0.92	1.34	1.39	0.49	1.28
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	2,046.3	1.84	1.43	1.35	2.42	2.40	2.10
Race-ethnicity							
American Indian/Alaska Native	1,995.0	1.86	1.37	1.38	2.50	2.50	2.13
White, non-Hispanic	—	—	—	—	—	—	—
All other races	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	12,744.4	1.95	0.95	1.30	1.84	1.49	1.00
Race-ethnicity							
American Indian/Alaska Native	6,800.4	2.67	1.12	1.81	2.32	2.38	1.44
White, non-Hispanic	6,971.1	3.32	1.81	1.46	3.07	0.51	1.32
All other races	4,028.1	7.03	3.35	8.01	7.60	5.73	2.03
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	407,615.8	1.51	0.93	1.37	1.41	0.50	1.29
Race-ethnicity							
American Indian/Alaska Native	21,548.4	13.43	0.13	11.05	4.88	0.09	12.36
White, non-Hispanic	278,476.5	1.68	1.10	1.47	0.95	0.24	1.51
All other races	347,980.4	3.27	1.89	2.31	3.42	1.53	2.04

— Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C.39— Standard errors for Table B.39: Percentage of students receiving counseling services from their schools, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Type of counseling services received					
		School/Academic	Career	Family	Alcohol/drug	Psychological/Health	American Indian/AK Native
TOTAL	393,728.2	2.40	1.51	0.88	1.12	0.79	0.13
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	2,046.3	2.76	1.87	1.36	2.00	0.66	1.17
Race-ethnicity							
American Indian/Alaska Native	1,995.0	2.83	1.45	1.40	1.94	0.67	1.25
White, non-Hispanic	—	—	—	—	—	—	—
All other races	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	12,744.4	2.47	2.35	1.21	1.54	0.94	1.42
Race-ethnicity							
American Indian/Alaska Native	6,800.4	3.00	3.06	1.55	2.23	1.39	2.20
White, non-Hispanic	6,971.1	4.01	3.08	1.45	0.88	0.75	0.55
All other races	4,082.1	8.12	5.32	0.18	2.29	3.63	0.00
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	407,615.8	2.42	1.54	0.90	1.14	0.80	0.13
Race-ethnicity							
American Indian/Alaska Native	21,548.4	16.87	8.67	2.36	2.61	10.08	7.10
White, non-Hispanic	278,476.5	2.60	1.93	0.81	1.09	0.89	0.17
All other races	347,980.4	4.07	1.80	1.70	2.19	1.36	0.00

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C40— Standard errors for Table B40: Percentage of students dropping out or withdrawing from school or retained in grade, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Dropped out/ withdrawn	Retained in grade
TOTAL	393,728.2	0.57	0.79
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	2,046.3	1.58	1.52
Race-ethnicity			
American Indian/Alaska Native	1,995.0	1.61	1.57
White, non-Hispanic	—	—	—
All other races	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	12,744.4	0.79	0.86
Race-ethnicity			
American Indian/Alaska Native	6,800.4	1.06	1.31
White, non-Hispanic	6,971.1	0.64	1.18
All other races	4,082.1	3.92	4.40
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	407,615.8	0.58	0.79
Race-ethnicity			
American Indian/Alaska Native	21,548.3	0.38	14.27
White, non-Hispanic	278,476.5	0.47	0.75
All other races	347,980.4	1.37	1.66

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C41— Standard errors for Table B41: Among high school students from selected race-ethnic groups, the percentage currently enrolled in particular mathematics and science courses in their schools: 1993-94

Course description	Total students	American Indian/ Alaska Native	White, non-Hispanic	All other races
MATHEMATICS COURSES				
Remedial math	285,245.8	1.08	0.93	4.59
General or regular math	499,113.5	10.59	1.92	6.31
Business or consumer math	109,574.7	0.61	0.66	1.24
Pre-algebra/enriched math	243,387.4	8.28	1.56	1.80
Geometry	317,136.5	2.26	1.84	4.26
Algebra I	366,319.0	2.98	1.92	3.90
Algebra II/trigonometry	244,520.5	1.42	1.78	1.39
Pre-calculus	151,478.5	—	1.22	1.66
Calculus	49,753.1	—	0.36	0.29
Not enrolled in math course	217,819.8	3.02	1.63	1.92
SCIENCE COURSES				
General science	29,118.9	13.71	3.13	6.97
Earth/environmental science	13,039.0	6.48	2.83	2.81
Physical science	2,137.9	1.48	1.59	4.71
Biology/anatomy	5,875.3	4.17	2.08	3.44
Chemistry	1,171.7	0.87	1.64	1.94
Physics	1,130.2	0.65	0.96	0.78
Not enrolled in science course	2,524.9	1.91	1.64	2.53

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C42— Standard errors for Table B42: Among secondary school students from selected race-ethnic groups, the percentages who receive instruction and counseling from an American Indian and Alaska Native educator, and who have ever enrolled in courses with special American Indian and Alaska Native emphasis: 1993-94

Course description	Total secondary students	All students	American Indian/Alaska Native	White, non-Hispanic	All other races
ENROLLED IN COURSE TAUGHT BY AMERICAN INDIAN/ALASKA NATIVE					
	8,945.5	7.12	7.12	(*)	(*)
RECEIVE COUNSELING FROM AMERICAN INDIAN/ALASKA NATIVE COUNSELOR					
	5,760.8	5.46	5.46	(*)	(*)
EVER ENROLLED IN AMERICAN INDIAN AND ALASKA NATIVE COURSES					
Indian history	86,596.6	0.48	1.96	0.68	0.00
Indian language	27,305.6	0.15	1.79	0.21	0.00
Indian culture	3,537.6	0.02	2.44	0.01	0.00
Indian arts and crafts	2,762.9	0.01	1.72	0.01	—
Tribal/Native village government	1,561.6	0.01	0.94	—	0.00
Multicultural education with Indian emphasis	16,878.4	0.10	0.83	0.14	0.00
Social studies with Indian emphasis	177,388.1	0.99	1.98	1.05	1.83
Integrated course	506,147.0	2.63	10.77	3.69	1.71
Never enrolled in these types of courses	683,287.8	2.69	11.65	3.74	2.19

— Too few cases for a reliable estimate.

* This item completed by American Indian and Alaska Native students only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

Table C44— Standard errors for Table B44: Among students identified as limited English proficient, the percent taught by American Indian and Alaska Native teachers, receiving ESL or bilingual education programs, and attending schools with diagnostic and prescriptive services, by Indian school type, and selected race-ethnicity: 1993-94

Student characteristics	Total students	Taught by Indian teacher	Individual services received			Diagnostic/prescriptive services available
			ESL services	Bilingual education	No language services received	
TOTAL	237,153.3	9.28	8.64	7.24	7.83	7.23
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	1,465.0	4.81	5.63	6.19	5.35	2.58
Race-ethnicity						
American Indian/Alaska Native	1,459.6	4.81	5.64	6.20	5.36	2.51
White, non-Hispanic	(*)	(+)	(*)	(*)	(*)	(*)
All other races	(*)	(+)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	5,114.4	6.19	4.12	6.85	6.12	4.21
Race-ethnicity						
American Indian/Alaska Native	4,725.6	6.19	4.20	6.97	6.45	3.77
White, non-Hispanic	1,408.6	(+)	—	—	—	—
All other races	1,208.1	(+)	38.85	—	33.86	35.02
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	237,959.0	4.13	8.85	7.41	8.02	7.38
Race-ethnicity						
American Indian/Alaska Native	10,932.6	—	—	—	—	—
White, non-Hispanic	90,779.4	(+)	24.99	5.99	24.59	18.23
All other races	229,630.7	(+)	9.02	7.43	8.12	7.77

— Too few cases for a reliable estimate.

*Few non-American Indian and Alaska Native students attend BIA and tribal schools.

+This item completed for American Indian and Alaska Native students only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Indian and Public School and Student Records Questionnaires).

Table C45— Standard errors for Table B45: Percentage of students with selected educational outcomes: 1993-94

Student outcomes	Total students	All students	American Indian/ Alaska Native	Enrolled in recognized tribe	White non- Hispanic
TOTAL	393,728.2	0.00	0.00	0.00	0.00
GRADE POINT AVERAGE ¹					
3.1 and higher	242,815.0	2.20	3.84	4.35	3.00
2.1 to 3.0	292,877.5	2.44	5.01	5.02	2.56
2.0 and below	485,791.4	3.03	7.85	8.10	3.41
AP COURSE COMPLETION ¹					
Taken 1 or more	250,443.5	2.25	1.30	1.38	2.63
Never taken AP course	580,317.7	2.25	1.30	1.38	2.63
TRANSCRIPT REQUESTS ¹					
1 or more sent to college	168,938.1	1.57	6.59	9.31	1.98
None sent	551,050.2	1.57	6.59	9.31	1.98
GIFTED/TALENTED					
Identified for program	379,436.5	0.92	0.45	0.81	1.10
Not identified	590,414.9	0.92	0.45	0.81	1.10
GRADE RETENTION					
Never retained in grade	824,876.3	1.81	8.87	2.16	2.07
Retained 1 or more times	327,730.1	0.79	8.10	1.20	0.74
Unknown	735,415.6	1.75	6.26	1.71	2.02
SUBSTANCE ABUSE					
Never suspended/expelled	416,271.8	0.32	0.22	0.52	0.31
Suspended/expelled 1+ times	131,642.5	0.32	0.22	0.52	0.31

¹Responses are based on students in grade nine and higher (N=11,663,402).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Student Records Questionnaire).

**APPENDIX D • ADDITIONAL RESOURCES ON
THE SCHOOLS AND STAFFING SURVEY**

APPENDIX D • ADDITIONAL RESOURCES ON THE SCHOOLS AND STAFFING SURVEY

The following SASS data products may be obtained free of charge while supplies last from:

U.S. Department of Education
National Center for Education Statistics
SASS Data Products
555 New Jersey Avenue, NW, Room 422
Washington, DC 20208-5651

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- SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312)
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- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991 (NCES 95-348)
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- Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91 (NCES 95-744)
- The Patterns of Teacher Compensation (NCES 95-829)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991-92 (E.D. Tab, NCES 94-337)
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- Characteristics of Students' Programs: Results from Their Student Records, 1993-94
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994-95
- Characteristics of Public School Districts, 1993-94
- School Principals in the United States, 1993-94

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CD-ROMS

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- Schools and Staffing Survey: 1990-91 Electronic Codebook and Public Use Data
- Schools and Staffing Survey, 1987-88 Microdata and Documentation

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- SASS and TFS Questionnaires 1990-1991
- SASS and TFS Questionnaires 1987-1988

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- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume II: Restricted-Use codebook (NCES 93-144-II)
- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume III: Public-Use codebook (NCES 93-144-III)
- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use

Codebooks: Administrator, Schools, and Teachers (NCES 93-144-IV)

- 1991-92 Teacher Followup Survey Data File User's Manual—Public-Use Version (NCES 94-331)
- 1988-89 Teacher Followup Survey Data File User's Manual—Public-Use Version (NCES 92-058)

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- Teacher Turnover: Patterns of Entry To and Exit from Teaching
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- Characteristics of Bilingual Education and English as a Second Language Teachers
- Highlights of Minority Data from the Schools and Staffing Survey
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- What are the Characteristics of Principals Identified as Effective by Teachers
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- Why do Teachers Leave Teaching? Reasons for Teacher Attrition from the Teacher Followup Survey

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